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 On Pre-Service Teachers' Learning
 Opportunities in Introductory Internships

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1 Introduction

1.1 Research object and aim

The development of internships¹ in European teacher training programs in the last two decades has been encouraged by two major forces: the first is a *political* one and can be captured under the label 'Bologna Process'; the second one is derived from the *research* on teaching and learning ('Lehr-Lern-Forschung') and on didactics in higher education ('hochschuldidaktische Forschung') (Schubarth et al., 2011).

Considering the Bologna Process, Bauer and Prenzel (2012) emphasize that it is not easy to judge whether it changed teacher education programmes for the better or the worse since sufficient empirical evidence is missing. Nevertheless, they come to the conclusion that Bologna – according to its aims – “contributed to increasing transparency in qualification requirements and making European teacher education more academic, competence-oriented, and research based” (Bauer & Prenzel, 2012, p. 1642). In particular, the focus on the conveyance of the above-mentioned professionally relevant competences led to an implementation of extensive internships which are supposed to prepare pre-service teachers for their future tasks.

Along with the political demands, there is growing consensus among scholars that a pedagogy of teacher education is needed that “combines fruitful practical experiences [...] with the subsequent promotion of reflection in student teachers” (Korthagen, 2010, p. 103). Therefore, twenty-first-century teacher education must “venture out further and further from the university and engage ever more closely with schools in a mutual transformation agenda” (Darling-Hammond, 2016, p. 302).

Nonetheless, it should not be withheld that the process of “venturing out”, as Darling-Hammond describes it, is still impeded by the often-found “disconnect between the campus and school-based components of programs” (Zeichner, 2010, p. 89). To this day, there is still a controversial discussion ongoing as to how practical experiences might enhance or inhibit the professional development of teacher students (Gröschner, 2012). Justifiably, some critics argue that the notion of ‘the practicum as the core of teacher training’ is overvalued since convincing empirical evidence for the effectiveness of (long-term) internships is still largely missing (Hascher, 2006).

¹ The terms *internship*, *practicum*, *placement* and *field experience(s)* are used synonymously in this thesis unless otherwise stated.

At the same time, however, the pointed counter-concept of ‘the practicum as a myth’ (Hascher, 2011; Zeichner, 1980) – proposing that not only the lack of empirical research poses a problem but also the ignorance towards widely-known negative aspects (e.g. the development of negative or idealized attitudes of students and/or school) – continuously loses some of its impetus. This evaluation mainly results from the observation that many of the shortcomings of the internship were recognized and focused on by a growing number of scholars. The research on mentoring, for example, “has increased in recent years” (Gröschner & Seidel, 2012, transl. mine). Moreover, the research on field experiences also receives structural support: In Germany, one of the main topics of the recently implemented, country-wide, and well-funded Teacher Training Quality Campaign (‘Qualitätsoffensive Lehrerbildung’) is to improve practical elements in pre-service teacher training (BMBF, 2017).

If one, in consequence, conceptualizes the implementation of field experiences in teacher training² on a continuum between a reflected empirical orientation on the one hand, and, on the other hand, the ‘intuitive idea’ (as Hascher (2011) describes it) that internships can *per se* cross boundaries between theory and practice and foster professional competences, a shift towards the former concept is certainly recognizable (Figure 1).

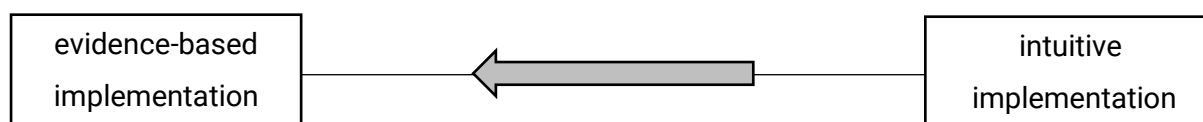


Figure 1. A shift towards a more evidence-based implementation of field experiences in recent years.

However, this shift must be regarded cautiously for at least two reasons. First, there exists a fundamental (structural) heterogeneity concerning the design of field experiences in the different German federal states and at their universities (Gröschner et al., 2015; Weyland, 2012; Weyland & Wittmann, 2010). Second, not all the different types of internships attract the same amount of scientific attention. A superficial review of the literature is sufficient to see that practical semesters and other forms of long-term internships are “argumentative long-runners” (Terhart, 2000, p. 107, transl. mine), whereas the type of internship that is to be negotiated in this thesis – the *introductory internship* (‘Eingangspraktikum’) – only has a marginal standing.

² From this point onwards, the thesis will, first and foremost, regard teacher training programs in the German-speaking countries unless otherwise stated.

The latter observation is surprising regarding the fact that – as will be shown in more detail later – most German universities actually implemented an internship at the beginning of their teacher training programs that is supposed to offer possibilities for self-reflection and career orientation.

Especially for pedagogical, extra-scholar internships, there do not exist comprehensive studies that try to delineate their structure, chances, and effects. Even on a more basic level, it has not yet been explained which experiences students actually gain in their pedagogical internships and in which way they can be considered relevant for their professional development. In other words, one could also pose the question: Which specific *learning opportunities* do exist in the introductory internships of pre-service teacher training programs and which *competences* can and do students develop? As will be argued throughout this thesis, an answer to this question is crucial to make the internship more compatible with subsequent study elements and, ultimately, more rewarding for the students.

Remaining mainly on a descriptive and exploratory level of analysis, the present thesis wants to shed first light on this research gap by investigating 200 practicum reports that were written to reflect on the introductory internship at the Friedrich Schiller University Jena (FSU), which can be considered as a typical example of a mostly unrestrictive pedagogical internship. How this is done in detail, is explained in the next section.

1.2 Structure of the thesis

To begin with, the thesis brings together different branches of research that can be associated with the introductory internship. On the one hand, this concerns theoretic models on the professional development of teacher students (Chap. 2.1) as well as the personal characteristics which they bring along in the initial stage of their studies (e.g. career choice motives or pedagogical pre-experiences; Chap. 2.2). On the other hand, there also exists research on various instruments of (self-)reflection that have been implemented in teacher training programs and among which the introductory internship is just one specific tool (Chap. 2.3). All these perspectives play a role in different parts of the present study and are, therefore, outlined at the beginning to establish a common ground of the different concepts.

In a second step, the present thesis compares and distinguishes different kinds of orientational internships (Chapter 3). Through an Internet-based inquiry, both structural characteristics and aspects of university support of introductory internships are worked out for 52 German

universities by using deductive categories from Gröschner et al. (2015). This step is necessary for two reasons. On the one hand, it contributes to a more precise and accurate understanding of what an introductory internship actually is (also in contrast to other universities' variants of orientational internships). On the other hand, an analysis of learning opportunities and competences can be much more elaborate knowing which of the features are exclusive to the introductory internship in Jena and which competences might also be gained in other settings.

Having carved out the main properties of the introductory internship, it is contextualized within the Jena Model of teacher training in Chapter 4. This step is necessary to become aware of the intended aims of the internship within the overall course structure and its relations to the subsequent campus courses and the practical semester.

In the light of the previous analyses and theoretical considerations, the fifth chapter is ultimately concerned with the investigation of the internship reports. In the first part of this chapter, all 200 internships are analyzed with regard to the chosen practical fields ('Handlungsfelder'), the subjects of the students, the number of institutions they choose and other global factors. Building on the results of this section, the second part investigates a representative subset ($n=20$) of the reports by applying a qualitative data analysis with inductive category building. The aim of this analysis is to see which competences students can develop in the internship and how they can be related to competence definitions in official standards (KMK, 2004).

These insights, in turn, serve as a foundation to make first recommendations how the internship at the FSU can possibly be improved (Chapter 6). More precisely, a revised version of the current internship report is brought up for discussion, which is grounded on the main results of this thesis and which should allow for a more elaborate reflection upon the internship experiences on parts of the students.

Lastly, the thesis is completed by both a summary of the major results and by pointing out the limitations of the study, which are, at the same time, potential starting points for future qualitative and quantitative research in the field (Chapter 7).

2 Introductory Internships between Self-Reflection and Orientation

Students who enter teacher training programs are confronted with a major challenge. On the one hand, they need to find out whether or not they really want to become a teacher. On the other hand, they mostly know school and the teaching profession only from the student's and not from the teacher's perspective. In other words, they do not seem to possess the necessary experience to come up with substantial judgments about their career choice. Consequently, it is plausible to argue that orientational field experiences at the beginning of teacher training programs can facilitate self-reflection by providing additional learning opportunities.

However, all these well-meant intentions can only be made fruitful if (a) these opportunities to learn fit the personality traits and motives which students bring along and if (b) they are somehow connected to the future tasks of the teacher. Moreover, it is necessary that (c) future teachers receive proper feedback and counseling which support them in the process of self-reflection. Hence, an investigation of these relations is an important part of the research on the teaching profession:

It is, therefore, also an objective of this segment of the research on the teaching profession to check if the personal potentials resp. initial situations of people interested in studying to become teachers fit the requirements and characteristics of the profession; to provide individual feedback by using, for instance, self-exploratory procedures, and to allow for the targeted processing of deficiencies within the scope of teacher education (Rothland, 2014b, p. 319, transl. mine).

For a profound study of introductory internships, it is necessary to have a deeper look at the characteristics and the interplay of these factors. Therefore, this chapter is supposed to be understood as the foundation for the subsequent empirical analyses.

To begin with, the first section (2.1) deals with the essential question whether personal characteristics of teacher students are perceived as an unchangeable aptitude or as features which can be developed in the course of teacher training programs. Having worked out an integrative model of these two approaches, the thesis, then, proceeds by looking at the characteristics of the 21st century teacher in more detail (2.2). The sub-sections regard the most recent findings on personal characteristics (2.2.1), career choice motives (2.2.2), and pedagogical pre-experiences (2.2.3). The chapter is concluded by a brief review of counseling instruments that have been used in recent years to support self-exploratory processes in teacher training (2.3) and a short summary of the discussion (2.4).

2.1 Aptitude vs. professional development – an integrative approach

The underlying assumption of the question '*Who wants to become a teacher?*' is that certain personality traits that teacher students bring along at the beginning of their studies have an influence on their professional development and ultimately also on the successful learning of their future students. According to Kunter et al. (2013), two lines of argument can be derived from this idea: the "individual aptitude approach" and the "professional qualification approach".

The *individual aptitude approach* ('Eignungshypothese') proposes that there exist certain preferable personal characteristics that teacher students already possess before they start studying and which are relatively stable over time. Hence, those who are gifted with a "talent to teach" will be more successful in managing complex and demanding teaching situations than those who possess less desirable prerequisites. According to the representatives of the approach, this "talent" can not only unfold in cognitive abilities but also in pedagogical, emotional or motivational aspects, which is why the research in this field focuses on non-cognitive aspects, too.

Within the scope of this thesis, it is interesting to see that many university instruments or procedures which have been created for the purpose of self-assessment before or at the initial stage of teacher training programs are rooted in this approach. Therefore, Kunter et al. (2011) state for German universities that

many (mostly optional) entrance tests designed for teacher training programs, procedures of self-reflection (which are offered at many universities) or obligatory aptitude internships ('Eignungspraktika'), e.g. in North Rhine-Westphalia, are to be understood in the light of the individual aptitude hypothesis (2011, p. 58, transl. mine).

It is discussed at a later stage of this paper whether this applies for all the procedures of assessment (Sect. 2.3) and, in particular, for the introductory internship at the FSU (Chap. 4).

The *professional qualification approach* ('Qualifikationshypothese'), on the other hand, takes a radically different perspective. Here, interindividual differences concerning the success in teaching are not explained with initially available aptitude but rather with the quality (e.g. intensity, duration) of previous learning opportunities in teacher training. The latter notion presupposes that knowledge and competences which are relevant to manage complex situations can be *acquired* and are not inborn, stable features.

In the past, both approaches were criticized for different reasons: According to the critics, the individual aptitude approach would not (sufficiently) take the professional development of teacher students into account; the professional qualification approach, on the other hand, would neglect individual aptitude and, first and foremost, focuses on cognitive abilities. Within the COACTIV study, Kunter et al. (2013) tried to bridge the divide between the seemingly contrary approaches with an integrative model that regards both individual aptitude and its influence on professional development (Figure 2).

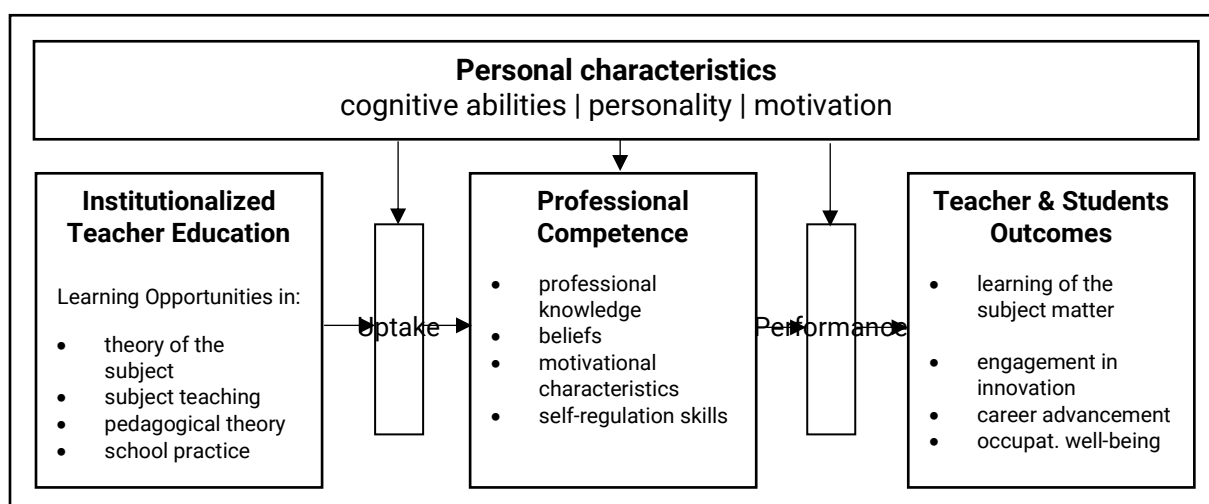


Figure 2. Model of the determinants and consequences of teachers' professional competence (adapted from Kunter et al. (2013), Voss et al. (2015), and Cramer (2016a)).

As can be seen in Figure 2, the model is principally based on the idea that there exists a professional development and that teachers can acquire professional competence (i.e. professional knowledge, beliefs, etc.) via learning opportunities that are provided in institutionalized teacher education (e.g. theory of the subject or practical school experiences). Moreover, it is claimed that these competences directly influence the teachers' performance in class and, eventually, result in different outcomes for both students (e.g. improved learning of the subject matter) and teachers (e.g. engagement in innovation, occupational well-being, etc.). Thus, the developmental aspects as well as the focus on knowledge, i.e. cognitive factors, are retained from the professional qualification approach.

At the same time, the model concedes that all kinds of personal characteristics that the students possess before the beginning of their studies (as in the aptitude approach above) can have a moderating influence on the professional development. If a student, for example, only possesses low cognitive abilities, his or her uptake of subject knowledge might be less effective. This, however, does not mean that an acquisition of subject knowledge is impossible.

Equally, certain personal characteristics might moderate the teacher's actual performance in the classroom and, thus, have an effect on teaching outcomes.

Needless to mention, it is of crucial importance for any study in the context of orientational or introductory field experiences to be aware of these approaches. It makes a great difference whether such internships are perceived as a kind of scanning procedure which checks if students bring along desirable attitudes that characterize them from the beginning as 'good' or 'bad' teachers. Or if the internship is understood as just one part of a (life-)long-lasting professional development (that might be moderated by certain personal characteristics). The present thesis is going to critically reflect its findings in the light of this controversy, mostly following Kunter et al.'s (2013) integrative model.

2.2 Who are the teacher students of the 21st century?

As has been mentioned earlier, it is important for introductory internships to be adapted to the needs of the people who complete them. In our diverse and globalized 21st century, this challenge is more complex than ever before since people with different cultural, social, economic backgrounds, with different age or gender, and with different pre-experiences can (fortunately!) enter teacher training programs (Darling-Hammond, 2016). On the other side, it is not only the applicants who change but also the profession that steadily comes up with new demands (Terhart, 2016).

In the subsequent sections, the present thesis wants to have a closer look at the personal characteristics that students bring along at the beginning of their studies since they – as has been shown in Kunter et al.'s (2013) model – moderate the uptake of professional knowledge and competences. To this end, recent findings in the field of general personal characteristics (2.2.1), career choice motives (2.2.2), and pedagogical pre-experiences (2.2.3) are introduced and discussed with regard to their prognostic validity and their influence on the professional development.

2.2.1 *Personal characteristics*

According to Cramer (2012, 2016b), there are three general personal characteristics ('allgemeine Persönlichkeitsmerkmale') that have been discussed predominantly in the research on the teaching profession: background characteristics (e.g. social background, occupational

inheritance), characteristics of personality (e.g. general personality traits, interests), and characteristics of performance (e.g. cognitive capacities).

Studies on the *background characteristics* of teachers have been eager to find out if there exist certain social groups whose members are particularly interested in becoming teachers. Hence, the investigations have looked at variables such as gender, socio-economic background, or occupational inheritance. In Germany, the number of studies dealing with these factors is relatively small and their results are not rarely controversial, which is certainly connected to the rather difficult process of data acquisition (Rothland, 2014b). Because of these limitations, most studies are not able to make profound and accurate predictions (apart from reporting statistical data) and must be read with a reasonable amount of caution.

Looking at *gender* statistics, women tend to choose the profession more often than men (female: 68,4%), particularly when it comes to primary schools (>80%) or special-needs schools ('Förderschulen'). The situation in secondary schools is balanced but also here, the percentage of female teachers is constantly growing (Weishaupt, 2014, p. 107). If this development, which is sometimes called (rather pejoratively) "feminization of school", actually has an influence on student outcomes, is still discussed controversially (Hadjar, 2011).

The question whether or not the teaching profession is predestined for *social climbing* has not been answered unequivocally, too (Rothland, 2014b). Whereas earlier studies claimed that about 50% of all teacher students come from lower or middle social classes (Schmidt & Schuchart, 2002), a more recent study describes that 72,8% of the participants do not connect social advancement with their career choice (Cramer, 2012). In contrast, Neugebauer (2013, p. 177) concluded that teacher study programs "indeed represent potential for social climbing" (transl. mine), though he limits his statement to those students who do not want to become high school ('Gymnasium') teachers.

An equally diverse picture can be found by reviewing the literature on *general personality traits* of teacher students. According to Mayr and Neuweg (2006), the teacher personality can be understood as an „ensemble of relatively stable dispositions which are meaningful for the behavior, the success and the well-being within the teaching profession" (2006, p. 186, transl. mine). A model that has often been referred to when measuring these dispositions is the "Big Five model" (McCrae & Costa, 1987), which consists of the five dimensions neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. In a systematic literature review of past studies, Cramer and Binder (2015, pp. 113–114) found, for instance, that high values on the dimensions extraversion and conscientiousness as well as low values of neuroticism point to a higher performance orientation, self-efficacy, and occupational

contentedness. If, on the other hand, the neuroticism values are high, the risk of suffering from stress and burn-out is increased. Apart from mentioning other meaningful correlations (see also Mayr (2014) for a comprehensive overview), the authors concluded that personality traits can be considered a suitable way to clarify students' aptitude for the teaching profession as long as their developmental potential is still taken into account (as described in the previous section). Nonetheless, Rothland has emphasized that such conclusions need to be treated carefully since – according to his review – the investigations did not yield consistent results and often differ drastically from sample to sample (2014b, p. 332).

Another topic that is closely related to the former investigations is the research on *interests* and *professional orientations*. These personal characteristics are relevant because they show to which topics or contents teacher students turn with a high amount of contentedness. Most of the studies in this field refer to Holland's (1997) RIASEC model, in which the acronym stands for a hexagon of six different orientations, namely realistic, investigative, artistic, social, enterprising, and conventional orientations. In the German-speaking countries, a study that used this model was conducted by Bergmann and Eder (2005). They found (also in previous investigations) that teacher students show a highly distinct social orientation in comparison to students of other subjects. Moreover, teacher students yield high values on the artistic and enterprising dimensions. Other orientations are more subject dependent: Teacher students in the natural sciences, for example, show higher values on the investigative dimension, whereas the realistic dimension is more strongly developed in subjects such as physical education. Unlike personality traits, interests and orientations are less stable and often start to change at the beginning of the studies. Therefore, Cramer states that they are not suited to function as reliable predictors for occupation-related variables (2016b, pp. 37–38).

As opposed to interest, cognitive *performance characteristics* are said to have a high prognostic validity (Klusmann, Köller, & Kunter, 2011, p. 714). In a longitudinal study in which teacher students and diploma students in mathematics have been compared at different times of measurement concerning multiple indicators of success in their studies (e.g. stress experience, dropout rates, etc.), Blömeke has found that “the Abitur grade is assigned – as previously expected – the highest independent predictive power for the training success of both teacher and diploma students” (2009, p. 102, transl. mine). In another study, Neugebauer (2013) therefore tried to test the so-called *negative selection hypothesis* (NSH) by drawing on average Abitur grades (among other indicators). The NSH, which can be frequently encountered in the popular scientific discourse, proposes that people with unfavorable cognitive capacities tend to choose teacher training programs more often than research-oriented BA programs, assuming that the former ones are easier to pass. His results show that the hypothesis must be

rejected for high school ('Gymnasium') teachers since their average Abitur grades ($M_{Gym} = 2.25$) are almost equal to the ones of students studying other subjects ($M_{others} = 2.21$). However, looking at the group of non-high school teachers, in which he subsumed primary school and middle school teachers ('Realschule' and 'Hauptschule'), the average Abitur grades lag behind the ones of students of other subjects ($M_{non-Gym} = 2.62$) (2013, p. 171). Consequently, he concludes that "a negative selection can be shown to the disadvantage of the non-high school teachers, who form the majority of the teacher students" (2013, p. 175, transl. mine). This evaluation is also supported by Rothland (2014b, pp. 333–341), who came to a similar conclusion after a systematic review of a number of different studies.

To sum up, it has become apparent that many empirical studies on general cognitive and personal characteristics of teacher students show results that are inconsistent with widespread, negative assumptions and stereotypes towards the teaching profession (Blömeke, 2005; Rothland, 2016). The pointed notion of teacher training programs as a refuge for "the dump, lazy and sick people", which Blömeke (2005, p. 28, transl. mine) found in a systematic newspaper analysis on the teaching profession, can be rejected in the light of the above-mentioned findings: Although the various studies do not always come to equal results, the general tendency shows positive patterns ranging from high values of social, artistic, and enterprising interests to an average cognitive performance. Only the group of non-high school teachers comes off badly in the studies, but also in this case, one should keep in mind that these students are still at the beginning of their professional development (see Sect. 2.1).

2.2.2 Career choice motives

The rather negative picture of the teaching profession in the media and the public opinion does not only trigger the question whether stereotypes about teachers are true or untrue. From another perspective, one could also ask – particularly in times of chronic teacher shortage – *why* people do actually decide to become a teacher (despite the overwhelmingly negative press). This question, then, is directly linked to the research on *career choice motives*.

The practical relevance of this branch of research for the topic of the present thesis can be illustrated by looking again at some of the main tenets of Holland's (1997) person-environment-model. What the name of the model already suggests is that career choices are the result of a "pairing of persons and environments" (1997, p. 2), that is, an individual will most-likely choose to work in a professional context that fits best his/her personality traits. In this sense, a career choice is always an expression of one's personality and closely connected to the

above-mentioned personal characteristics of teacher students. Consequently, introductory internships need to react to the choices and motives in that they have to provide environments that allow for a critical self-reflection of these decisions (see Chap. 6).

To give a fictional example, one could imagine a person who decides for becoming a teacher because s/he assumes – following popular misconceptions – that teachers live a relaxed life consisting of some teaching in the morning and a horrendous amount of spare time in the afternoon. Applying Holland's approach, the purpose of the introductory internship would consequently be to show this student the full diversity of teachers' tasks in order to provide the possibility for a realistic comparison between personal motives and actual demands.

Although Holland's model was frequently used as a basis for empirical studies in this field of research (e.g. Nieskens, 2009), many critics argued justifiably that it remains only on a general level of abstraction and does not concern the specifics of the teaching profession. Watt and Richardson (2007) recognized this desideratum and developed a corresponding frame model, the FIT (**f**actors **i**nfluencing **t**eaching as a career)-choice model (Figure 3).

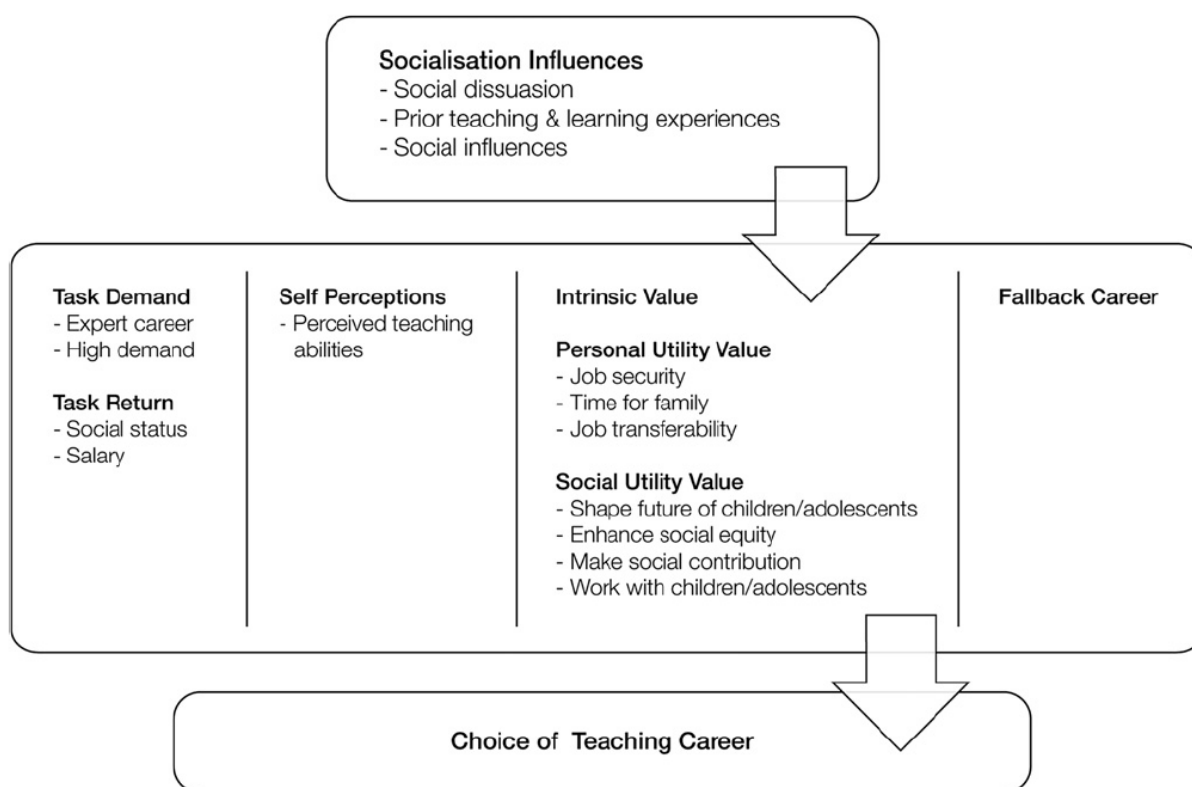


Figure 3. The FIT-choice model (Watt et al., 2012, p. 793).

The FIT-choice model is grounded on the expectancy-value theory of motivation (Wigfield & Eccles, 2000). The career choice for teaching is, seen in this light, understood as a subjective,

rational decision process that depends on both the expectancies of success and the subjective values that are assigned to the decision alternatives.

In the model, this underlying assumption is differentiated in more detail with regard to the specific requirements of the teaching profession. First, it considers the fact that teaching is a very *demanding* occupation which, at the same time, also has something to *return* (e.g. a comparatively good salary). Second, it does not only regard the *perceived teaching abilities* as one straight-forward and important factor, but also examines the interest in the profession (*intrinsic value*) as well as *personal* and *social utility values* (e.g. the time one has for their family or the value that is assigned to enhancing social equity). Third, it takes the possibility into account that teaching is chosen as a *fallback career*, meaning that people decided on the job because there was no better opportunity available. Finally, all these aspects are determined by *socialization influences* such as *prior teaching and learning experiences* or *social dissuasion*.

Having realized the benefits of this model, more recent research in the German-speaking countries has used the FIT-model to test older and rather unsystematic findings in this field. One of the biggest studies has been conducted by König, Rothland, Darge, Lünemann, and Tachtoglou (2013). The authors analyzed a sample of $N=13.888$ people from 18 different universities in Germany, Austria, and Switzerland using the FIT-choice-instrument, which contains a variety of different scales and has been adapted for the German-speaking countries by König and Rothland (2012). In their article, the authors generated a ranking of frequent motives based on average values on the FIT-choice scales (Figure 4).

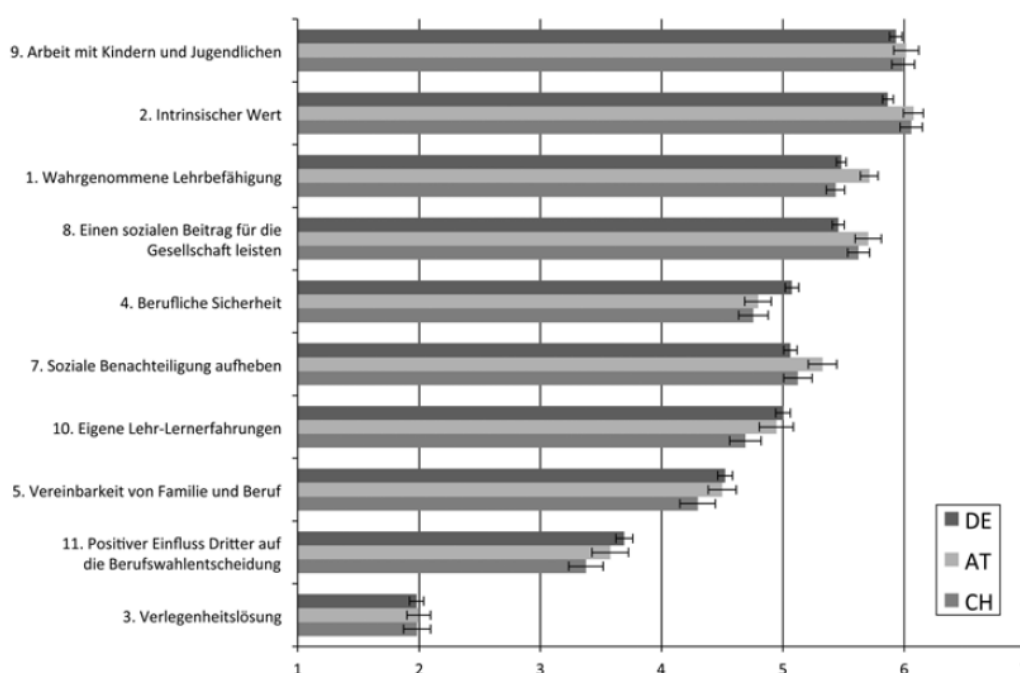


Figure 4. Career choice motives (FIT-choice) of pre-service teachers in Germany, Austria, and Switzerland showing average values and 95%-confidence intervals (König et al., 2013, p. 568).

As can be seen in Figure 4, the strongest motives of students to become a teacher are the interest in working with children and adolescents, followed by high intrinsic values and perceived teaching abilities (scores between 5 and 6). Personal and social utility values such as job security or the enhancement of social equity yield intermediate scores of about 5 or less. Contrary to the public opinion, teaching as a fallback career lags behind the other dimensions (scores <2).

With their study, the authors could confirm the results of prior investigations that also yielded high scores for social values, especially concerning the volition to work with children (see Rothland (2014a, pp. 356–358) for a comprehensive review). Moreover, they could show – as demanded by many critics (Zlatkin-Troitschanskaia & Kuhn, 2010) – that the strong social orientation is not only a characteristic of the German-speaking countries, but can be linked to similar results of other, international FIT-choice-model studies (e.g. Watt et al., 2012). Nevertheless, a problem of these variable-centered studies is that the respective dimensions are only studied individually and not in meaningful patterns.

Based on a sub-sample of the previous study ($N=5987$ first-year students from Germany and Austria), König, Drahmann, and Rothland (2018) tried to shed light on this problem with a person-centered approach. Using latent class analyses (LCA) on the nine FIT-choice scales from above, the authors could identify three major profiles for German students (Figure 5).

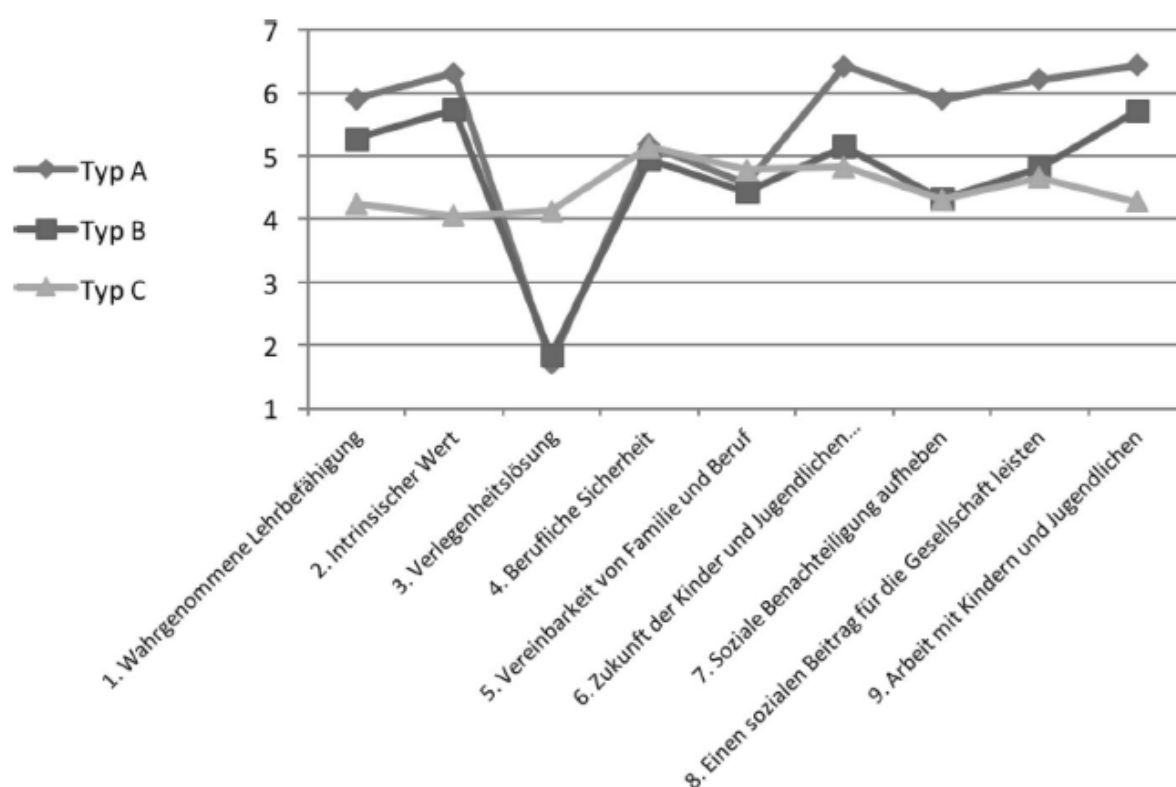


Figure 5. Three different motive profiles based on FIT-Choice scales (König et al., 2018, p. 12).

Profile A applies to 47,2% of the sample and is characterized by high values on the dimension of perceived teaching abilities, intrinsic values, and a high social orientation. Hence, this group seems to have the best preconditions for a teaching career (also taking additionally gathered data into account that concern performance and learning motives as well as pedagogical knowledge). Profile B (44,1%) is similar to the previous profile, but the social orientations yield lower values. In contrast, profile C (8,7%) is characterized by comparatively high values on the dimension that regards teaching as a fallback career and lower scores in the interaction with children and adolescents. In other words, almost every tenth student in the first semester shows a rather unfavorable profile with regard to his/her further career. This is why the authors raise the question “which measures might be helpful to counsel these students before or at the beginning of their studies” (König et al., 2018, p. 16) – a question that will be highly relevant when the purpose of the introductory internship is discussed in the following chapters.

After all, one should not forget that social desirability remains one of the major problems of these kinds of studies, as König et al. (2013, p. 574) concede. This is why the low values on the dimension of the fallback career and the high scores on the socially oriented scales in both the variable-centered approach (König et al., 2013) and profiles A and B of the person-centred profile approach (König et al., 2018) need to be interpreted in the light of this potential bias.

Concerning this matter, another type of study might contribute to a better location of the above-mentioned findings and their disturbing factors in that it tries to compare career choice motivations of different university disciplines with each other. A study by Scheller, Isleib, and Sommer (2013) compares, among others, career choice motives of freshmen in teacher training programs with freshmen of engineering, mathematics/natural sciences, law, and medicine based on HIS (‘Hochschul-Informations-System’) data. Also in this study, the teacher students are socially oriented (79% in ‘I would like to have many contacts to other people’), but medicine students yield high scores in this section, too (70%). In career- and success-oriented sections, other groups show much higher scores, apart from the item that concerns job security.

Summarizing this section, it was shown that pre-service teacher students’ motives for choosing the teaching career are predominantly social ones. This result was demonstrated in many different national and – recently – also in international studies that use variable-centered and person-centered approaches and are based on validated models and scales (e.g. FIT-choice-model). Comparisons with other disciplines reveal that the social orientation might not be exclusive to teacher students, but at least they yield the highest scores in this section.

2.2.3 *Pedagogical pre-experiences*

Reconsidering the reproach that the strong social motives which have been found in studies on career choice decisions of teacher students can be traced back to social desirability, it has been a long-standing claim in the literature that the measurement of pedagogical pre-experiences³ ('PPEs') would help to find out whether these motives correspond to actually practiced activities (Rothland, 2015, p. 271). In consequence, they have been incorporated in the models that concern career choice motivations (FIT-choice model, Figure 3) or the professional development of teachers (Kunter et al., 2013, Figure 2).

According to Rothland (2014a), the research on professional biographies of teachers provides first evidence that most people who are interested in studying to become a teacher have gathered PPEs (e.g. Herzog et al. 2007; Treptow, 2006). However, those studies can only be regarded as a first step and the hypothesis that students with a different amount and quality of PPEs actually show different professional developments still needs to be proven by further, more differentiated empirical studies. In what follows, the present thesis provides a brief overview of recent studies in this field.

To begin with, a critical account should be mentioned which questions radically the importance of PPEs for the professional development. Similar to Hascher (2011), Weiß, Lerche, and Kiel (2013) use the concept of the *myth* to challenge the commonly assumed importance of PPEs. In their longitudinal study ($N=1446$) with three points of measurement, they asked students about their career choice motives, notions of the practical field ('Handlungsfeldvorstellungen'), competences, and self-concepts. Performing correlation analyses between PPEs on the one hand, and pedagogical motivation (H1), interest in the subject matter resp. the demands of the teaching profession (H2), and the success of their pedagogical actions (H3) on the other hand, the authors concluded that

the adherence to the belief that pedagogical pre-experiences would be supportive regarding the choice of a study program is a conservative idea in the light the mythological concept outlined in this paper. [...] The results of the present study cannot offer any insights regarding the direct influence of pedagogical pre-experiences on the career choice motivation or -intention (Weiß et al., 2013, p. 778, transl. mine).

³ Following Cramer (2012, p. 199), the term *pedagogical pre-experiences* is not very distinct and covers a great number of social activities that range from babysitting over leading youth groups (e.g. in a sports club) to giving tutoring lessons. In general, one can differentiate activities that are focused on individuals from those which are focused on groups; and the ones that deal with aspects of childcare from the ones that include teaching.

In a subsequent article, Rothland (2015) has heavily criticized this evaluation. In his view, the design of the study would not allow for such long-reaching conclusions: The authors had their participants to rate the “perceived success” and the “remembered contentedness” of their experiences without asking previously whether they even gained these experiences. That, of course, distorted the results drastically (Rothland, 2015, p. 276). Apart from those and other methodological shortcomings, Cramer (2016b, pp. 42–43) also points out the authors’ ignorance towards many of the positive effects that could be shown in other studies.

Nieskens (2009), for instance, correlated general career interests (based on Holland’s RIASEC dimensions) and teacher specific interests (based on the ‘Lehrer-Interessen-Skalen’ (LIS, Mayr, 1998) with PPEs. Not only did she find that students who gathered previous experiences yielded strong correlations with the social domain (see section 2.2.2), but also there were positive correlations between PPEs and the interest in teacher specific tasks. Therefore, she assigned PPEs a “predictor function” for teaching career aspirations (Nieskens, 2009, p. 169).

A different interdependency has been analyzed by Cramer (2012). In his study, he regarded the relation between PPEs and the career choice *maturity* of teacher students at the beginning of their studies. Although he could only find weak correlations, he was able to support his argument by a qualitative analysis of interview data as in transcript (1), in which a student reports that his/her PPEs facilitate a critical evaluation of future demands and that one cannot adhere to idealized stereotypes.

- (1) Ich habe Jungschararbeit gemacht. [...] Da waren es dann 30 [Kinder], also schon Klassengröße. [...].
Durch die Vorerfahrung, die man sammelt, weiß man auch mehr, was auf einen zukommt, dass eben nicht alles so rosarot ist und es einen gewissen Stress mit sich bringt (Cramer, 2012, p. 215).

Finally, the study by König et al. (2013) which was already mentioned earlier emphasizes the importance of pedagogical pre-experiences (here meaning ‘erzieherische Vorerfahrungen’) for the career choice *certainty*: Students who had worked with children and adolescents before they began studying choose teaching less often as a fallback career. However, it is interesting that the authors could not find equally positive correlations for previous teaching experiences (‘unterrichtliche Vorerfahrungen’) such as tutoring (König et al., 2013, p. 574).

To sum up, one can say that PPEs seem to be more than just a “myth” since both quantitative and qualitative analyses of different samples provide first evidence of their influence on various facets of teacher students’ career choice. Moreover, these results are corroborated by statistical data which show that most of the students actually possess PPEs. In Cramer’s (2012) sample, only 9.8% of the applicants have never organized spare time activities for individual children, 13.8% for groups. Similarly, König et al. (2013) conclude on the basis of their

data that “pedagogical pre-experiences [in Germany, Austria, and Switzerland] that were gathered before the beginning of the studies are the rule rather than the exception” (2013, p. 569, transl. mine).

2.3 Instruments for self-assessment and counseling

Instruments for self-assessment can be regarded as a result of the above-described research on the teaching profession: Only if one knows which character traits, career choice motives, and pedagogical pre-experiences have a positive effect on the further professional development of teacher students, questionnaires can be designed that are able to point out the strengths and weaknesses or the aptitude of a person with regard to the demands of the desired profession.

Although the scientific community agrees widely that self-assessment tools support teacher students’ career decision process, there is a hot and controversial debate about the question whether German universities should use these instruments to actively *select* their applicants. Although this discussion is not new, it was pushed heavily when the first PISA results were published as they demonstrated (among other things) that effective learning strongly depends on well-educated teachers (Nieskens, 2016). In consequence, the OECD (2005) published an influential document with the title “Teachers Matter” in which the organization mainly suggests (a) that the attractiveness of teacher training programs and the teaching profession needs to be raised, (b) that interested people should be counselled to facilitate their career decision and that (c) the aptitude of the remaining people should be checked so that only those will be *selected* who actually meet the necessary requirements (Mayr, 2012, p. 38).

The latter aspect was justified, first and foremost, by the fact that top countries in PISA, such as Finland, use selection procedures in order to recruit only the most suited students for their teacher education programs. In Finland, students who want to enter teacher training need to go through a procedure of two major parts (Kricke, 2016). The first part is a standardized, country-wide multiple-choice test, the so-called ‘VAKAVA’ test. It is a knowledge test based on six to eight articles in the field of education, which are made available to the applicants six weeks before the test takes place. Only the students who pass the VAKAVA test successfully will be able to participate in the individual aptitude testing procedures that are carried out by the universities and consist of interviews, group activities, and other elements. The aim of the second stage is to select only those students that are able to identify themselves with the profession and its demands. Looking back at data from 2013, only 886 of 12.493 people that

took the VAKAVA test eventually got a place in a teacher training program (Kricke, 2016, p. 313).

According to Rothland and Terhart (2011), there are three important reasons why selection procedures have not yet been implemented in Germany (apart from minor exceptions). First, the implementation of new selection procedures always causes legal issues since the freedom of vocational choice would be limited. Second, a selection only makes sense if the supply of teacher student candidates is greater than the demand. At the moment, however, the opposite is true: Throughout the country, principals, parents, and students complain about a critical teacher shortage. Hence, most of the Ministries cannot effort to reject possible candidates. Finally, the authors argue that even when the staff situation was different, there would not be anybody who dares to define the border between those candidates who were still 'good enough' and those who were 'not suited'.

Thus it is not surprising that the KMK (2013) does not include these procedures in their recommendation paper that concerns aptitude testing procedures in the first stage of German teacher training. Instead, they recommend other self-reflection and counseling instruments at different stages of professional development (Figure 6). As becomes clearly visible, the KMK adheres to an understanding of professional development which assumes that self-reflection can and should play a role before, throughout, and even after the studies.

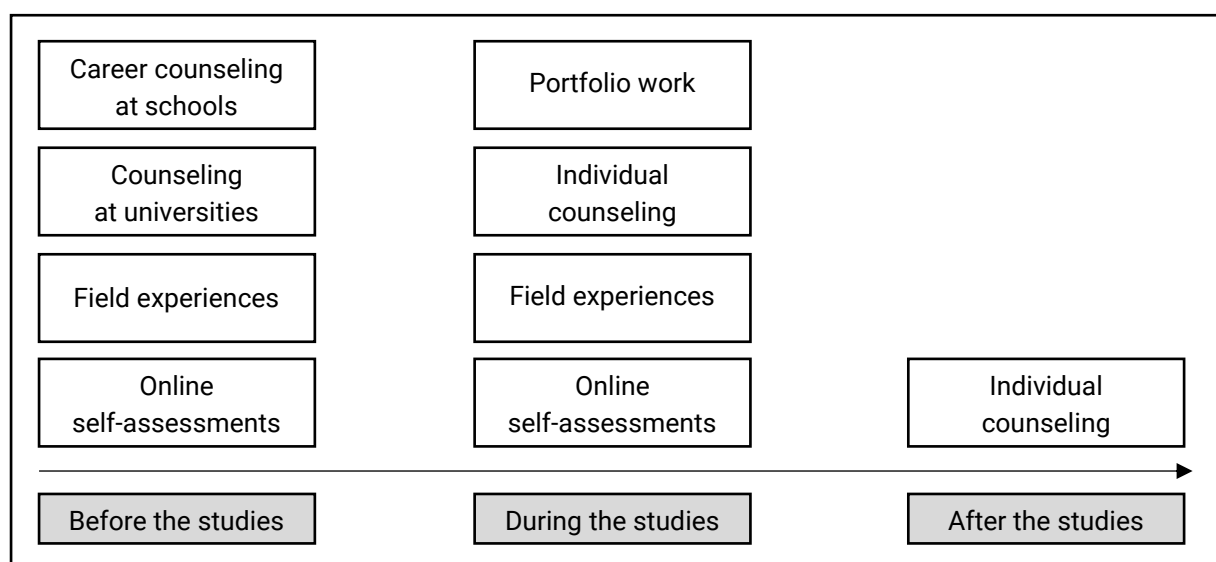


Figure 6. Recommendations for aptitude testing procedures given by the KMK (2013).

Before the beginning of the studies, it is suggested to make use of institutionalized forms of counseling. This includes a general career counseling at school as well as teaching program

specific counseling at the respective university. Moreover, the KMK recommends the implementation of field experiences that should allow for a realistic comparison between personal motives or characteristics and occupational demands. How these internships are constructed and what learning opportunities they offer is analyzed in Chapters 4 and 5.

Another instrument that is recommended and frequently offered by universities are online self-assessment tools. Because of their good accessibility and their immediate responses, they are very practical for students and, at the same time, economical for the university as no (or at least comparatively low) human resources are needed once the set-up is done. In Germany, the most popular tools are CCT ('Career Counseling for Teachers', Nieskens, Mayr, and Meyerdierks, 2011), FIT ('Fit für den Lehrerberuf', Herlt and Schaarschmidt, 2007), and SeLF ('Selbsterkundung zum Lehrerberuf mit Filmimpulsen', Kriesche and Kahlert, 2015).

The intention of the CCT is to inform potential students about the assets and drawbacks of the teaching profession by providing informative texts and documentaries within so-called "guided tours". SeLF pursues a similar aim, but mainly uses short video clips that should provide authentic impressions of the everyday life and tasks of teachers. FIT, in contrast, has a different focus since it is based on findings in the field of health and stress research. All the tools have in common that they use a variety of scales for the self-assessment of different personality traits, motives, etc. (as described in 2.2). Within this self-assessment, however, also lies a major disadvantage of this kind of tools. For instance, Nieskens et al. (2011, p. 25) found in their evaluation of the CCT that only 4% of all participants will actually reconsider their career choice decision after they have done the test. On the other side, 93% feel confirmed in their choice. Accordingly, the test is either used by people who feel secure about their choice anyway or the participants answer predominantly in a socially desirable fashion. Regardless which of these alternatives is true, these findings strongly suggest that self-assessment tools should be used only in combination with other instruments that have been mentioned above.

Returning to the recommendations given by the KMK (Figure 6), there are other aptitude testing procedures that are supposed to be used *during* the studies. An aspect that the authors of the paper emphasize in particular, is the individual counseling or feedback. It might be given by university instructors but also by mentors in the internships. As a basis for the counseling sessions, teacher students can either use the results of their self-assessment (the CCT, for instance, also offers special tests for advanced students) or they can bring their study portfolios which have become an inherent part of many German teacher training programs (see Häcker (2012) for a critical discussion).

Finally, the KMK recommends that universities should also offer individual counseling opportunities towards the end and *after* the studies. This might be important for those alumni who still not feel confident about becoming teachers but might want to take a different path (e.g. do their Ph.D. or enter a completely different sector).

Concluding this section, two observations seem to play a major role in the following investigations. First, most German aptitude testing procedures rather aim at counseling and self-assessment than at a selection that is controlled by the university. Second, all of the available instruments are related to one another and should be used in meaningful combinations.

2.4 Summary

In this chapter, the present thesis dealt with fundamental concepts and relevant factors that need to be considered when investigating introductory internships in teacher training programs. In a first step, the introductory internship was contextualized between the poles of a strong focus on aptitude (the concept of the ‘born teacher’) and the idea that teaching can be acquired in meaningful learning opportunities throughout a professional development. Following Kunter et al. (2013), it was argued that both concepts can be brought together if one principally accepts the developmental idea but also assumes that certain personal characteristics remain as moderating factors which influence the uptake of professional knowledge and competences as well as the actual teaching performance.

Looking at the research on these personal characteristics in more detail, it became clear that the studies in this field have not produced unequivocal answers to the question how the typical 21st century teacher student looks like. However, there is strong evidence that the public assumption of a purely negative selection is untenable: As various studies could show, most teacher students possess average cognitive abilities and distinct social orientations. Their vocation to work with children and adolescents as well as their strong intrinsic motives go hand in hand with the finding that pre-experiences in the pedagogic domain have a positive influence on their career choice certainty and maturity. At the same time, it is interesting to see that non-high school teachers and applicants with lower scores on the social dimension seem to have less favorable preconditions and thus form a potential risk group.

In a final step, the thesis looked at the instruments for self-assessment that were developed on the basis of many of the above-mentioned findings. Referring to recent administrative recommendations, it was demonstrated that there exists a great number of different self-exploratory instruments (the introductory internship being one of them) and that they seem to work best in combination due to their individual assets and drawbacks. Therefore, the following two chapters are devoted to point out the characteristics of the introductory internship at the FSU, also in contrast to orientational internships at other universities.

3 A Comparison of Orientational Internships in Germany

Having presented and discussed theoretical insights as well as empirical findings in the light of which subsequent empirical analyses should be reflected, the thesis now wants to delineate its research object. Nevertheless, before the introductory internships in the Jena Model is introduced (cf. Chap. 4), another detour is necessary.

As has been demonstrated at the end of the previous chapter, orientational internships are only one instrument for self-reflection among many others (e.g. career counseling, online self-assessments, etc.). In addition to that, one can observe, on closer inspection, that also the category of orientational internships is not at all homogenous. Therefore, it is the aim of the present chapter to (a) compare a considerable number of German universities ($N = 52$) in order to receive a general impression as to how these internships are designed throughout the country and to (b) clearly delineate those approaches from the introductory internship at the FSU.

To this end, the method and sample of the investigation are explained in the first section (3.1), followed by a presentation of the results (3.2), and a critical discussion (3.3). In the last section (3.4), the results are summarized briefly and conclusions concerning subsequent chapters are drawn.

3.1 Method and sample

Following Gröschner et al. (2015), the comparison was based on an analysis of structural aspects as well as on aspects that concern the support and mentoring which the students receive from the university.

As shown in Figure 7, the *structural characteristics* that have been investigated are the

- duration of the internship: How many weeks/days/hours do the students have to spend?
- location within the study program: Do they do the internship before their studies, during their Bachelor studies or even later?
- type of organization: Is the internship done in one block during the semester breaks or simultaneously to the semester?
- intended aims for professionalization: Does the practicum focus on theory-practice transfers, self-assessment, general orientation, or other goals?

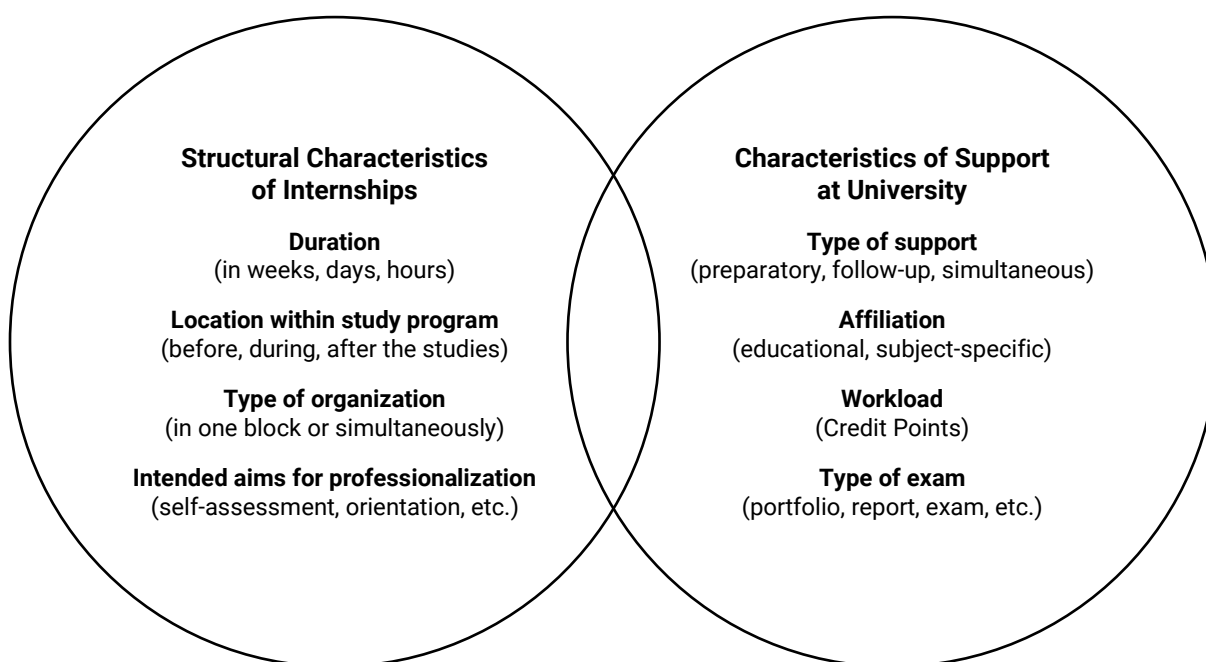


Figure 7. Aspects of structure and university supervision concerning orientational internships, adapted from Gröschner et al. (2015, p. 642).

At the same time, the aspects of university accompaniment can be described as follows:

- Type of support: Is the practicum framed by a preparatory, simultaneous or follow-up seminar/lecture?
- Affiliation: Is the internship subject-specifically oriented or is it assigned to the educational sciences?
- Workload: With how many Credit Points (CP) is the internship rewarded?
- Type of exam: What kind of exam or report do the students have to hand in to complete the internship and to reflect on their experiences?

In addition to those categories, this thesis also examined the *denotation* of the internship (i.e., how the practicum is called at the respective university) and the *practical field* ('Handlungsfeld') in which the internship is supposed to be done (e.g. in schools, pedagogical fields, companies, or others).

According to these 'deductive' categories (Kuckartz, 2016, pp. 64–72), the data, which contained website information, documents, and study and exam regulations from the respective universities, was analyzed in a content analytical fashion.

The sample that was chosen in this thesis consisted of $N = 52$ universities (incl. the FSU). All of them were German universities whose centers for teacher education are listed on the

website *lehrerbildung.de*⁴, which is hosted by the TU Darmstadt. Since the FSU predominantly educates teachers for high schools ('Gymnasien'), universities that only educate teachers in other sectors (e.g. primary school, special-needs school) were not taken into account. In addition, it was paid attention to the fact that all 16 federal states were represented in the study.

Moreover, one must note that some universities do not only have one, but several introductory internships that aim at different fields. In Bavaria, for example, teacher students have to pass both an internship at school and an internship in a company. In such cases, the internships were analyzed separately. Therefore, the final number of internships that is offered at the 52 universities totals $N = 85$.

3.2 Results

In what follows, the results are presented category by category. The complete results table can be found in Appendix A (Table 6).

Denotation

The denotation of the internship is interesting in that it might be a first indicator of structural and intentional differences between the internships. Of the 52 universities analyzed, 24 distinct labels could have been found. They reach from simple titles such as "Orientierungspraktikum" at many Bavarian universities to more complex ones such as "Orientierende Praxisstudie mit Eignungsreflexion (OPSE)" at the University of Bielefeld, and from general ones such as "allgemeines Schulpraktikum (ASP)" at the University of Oldenburg to very university specific titles such as "TUMpaedagogicum" at the Technical University of Munich. The label "Eingangspraktikum" is, incidentally, only used at the FSU.

Practical Field

The analysis revealed that there exist three major fields in which introductory internships can be located. They are supposed to be done in schools (43.53%), in pedagogical domains (18.82%) or in companies (17.65%). The remaining 20% are apportioned to internships in which the practicum can or must be served at school and/or in a pedagogical context (Figure 8). The introductory internship at the FSU would, for instance, belong to this last group as the internship can be done in an extra-scholar, pedagogical field but also in schools.

⁴ URL: <https://www.lehrerbildung.de/wws/163128.php?sid=44170068566444032452769296930070> (last access: 30 May 2018)

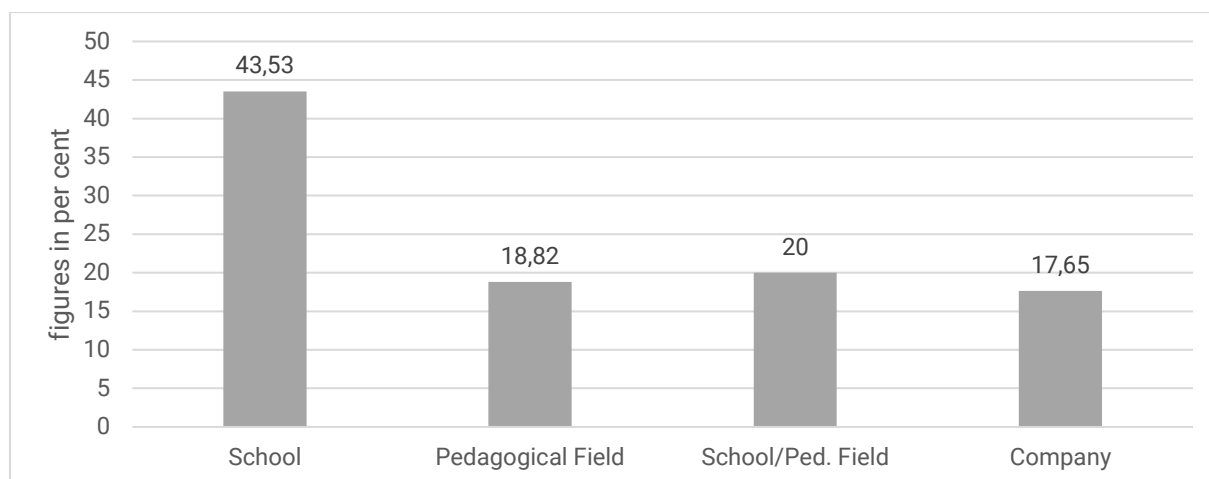


Figure 8. Distribution of practical fields in introductory internships in Germany ($N_{int} = 85$).

Duration

The duration of the internships fluctuates considerably throughout the country. The shortest practicum could be found at the Technical University of Dresden, where students have to complete a “Grundpraktikum” that consists of 30 hours at school (which equals one week). In contrast, the longest internships are the company internships that must be served in Hesse and Bavaria (eight weeks). The only pedagogically oriented internship that is equally long is the introductory internship at the FSU that also lasts eight weeks if one converts the 320 hours into weeks (assuming a workload of 8h/d). On average, the internships last about five weeks ($M = 4,85$) plus or minus two ($SD = 1,90$).

Location of the internship within the study program

Regarding the position of the internships within their individual study program, there is a rather homogenous picture. Most of the times, the internship needs to be finished before the beginning of the studies or during the Bachelor studies / foundational studies (75,29%). In other cases, the deadline is not related to the stage of the studies but the internship is said to be a necessary precondition to enroll for the practical semester, which might lie beyond the foundational studies (15,29%). In the remaining cases (9,41%), the internship can be served until the enrolment for the final examinations (e.g. company internships in Bavaria). All in all, one must note that there is an overlap between those categories. The introductory internship at the FSU, for instance, could be categorized in the first and the second category as the internship should – ideally – be done before the beginning of the studies, but is, at the same time, a prerequisite for the practical semester. Be that as it may, it can be summarized that orientational internships are more often positioned towards the beginning than in the middle or at the end of the studies.

Type of organization

In this category, it was of interest to find out to which extent field experiences are done in one (or multiple) block(s) during the semester breaks and to which extent they are organized in a way that allows for a simultaneous completion along with the semester (e.g. only two hours of practicum per week). The results show that the great majority of the internships (90.59%) is organized exclusively in blocks, whereas only a small number of universities provides the *additional* opportunity to complete the internship during the semester (9.41%). A practicum that is exclusively designed to be done during the semester (without offering the block alternative) could not have been found in the data.

Intended aims for professionalization

The principal goal of this category was to give a first *overview* of the various intended aims that can be found in internship descriptions or legal documents of the different universities. Note, however, that a fine-grained categorization of these aims is a research topic in its own right. Therefore, this thesis limits itself to list the aims that could have been extracted (Table 1) – always keeping in mind that the present chapter is meant to find out which of these aims can or cannot be reached within the introductory internship at the FSU.

Table 1. A broad range of intended aims in introductory/orientational internships.

<i>The internship should enable students to ...</i>
<ul style="list-style-type: none"> • ... establish connections/transfers between theory and practice, • ... plan (first) lessons (under theoretical considerations), • ... observe lessons/learning processes (with a concise theoretical focus), • ... reflect their own lessons and/or lessons of the teachers they observe, • ... develop (research) questions from their practical experience that should be used for further reflection, • ... assess themselves towards their aptitude for the teaching profession, and/or • ... work with portfolios as a means of self-reflection.
<i>The internship should provide insights into ...</i>
<ul style="list-style-type: none"> • ... the tasks that teachers have and the effort that is necessary to fulfil them reasonably, • ... the school as an institution, • ... extra-scholar activities (including: conferences, parent work, clubs, etc.), • ... pedagogical fields (apart from school), • ... the work with children and adolescents (and how to keep staying in touch with them), • ... the way of working in non-pedagogical fields, i.e. companies, • ... the nature of learning processes (and what it is needed to activate/promote them), • ... diagnostic procedures (including the measurement of competences), and/or • ... principles of performance assessment of pupils.

Type of support

The first category that concerns the university accompaniment is the type of support⁵ that is provided in addition to the practical experiences. The analysis revealed that there are four of such types that occur in different combinations: (1) preparatory seminars or lectures, (2) simultaneous support based on parallel seminars, (3) web-based tools (e.g. E-portfolios), and (4) follow-up seminars or lectures that reflect the experiences after the practicum. Moreover, one encounters not rarely – and in contrast to many practical semesters – that (5) no support is provided at all so that the practicum constitutes a rather isolated study element.

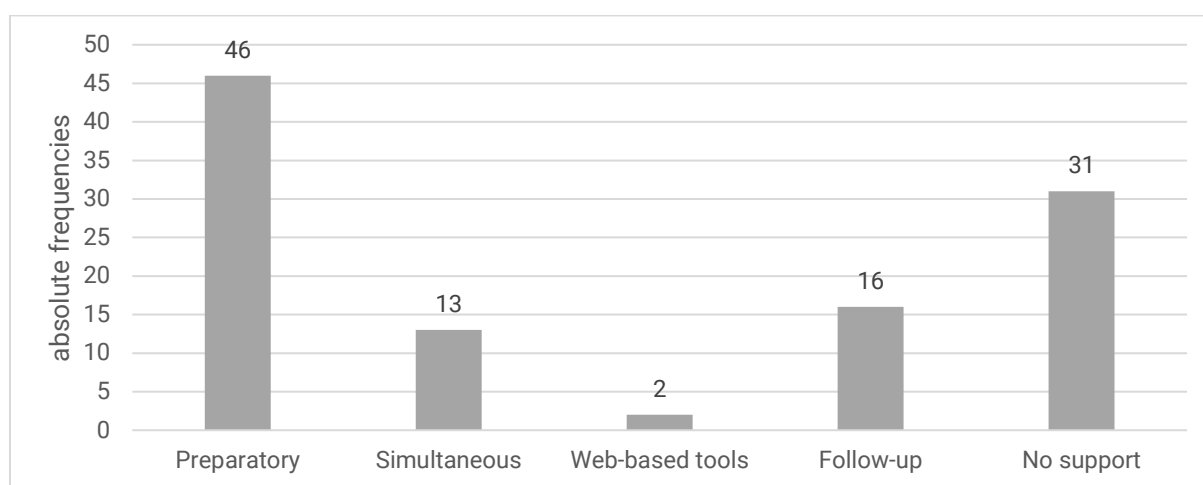


Figure 9. Absolute frequencies of the different types of support (multiple mentions possible).

As can be seen in Figure 9, the most frequent type of support are preparatory sessions (n=46). The specific format of these sessions differs greatly from university to university: they range from specifically organized kick-off meetings (that only provide organizational information) to introductory lectures in the educational sciences (which need to be attended within the regular curriculum anyways). Very often, the preparatory sessions are combined with a form of simultaneous (n=13), web-based (n=2) or follow-up (n=16) accompaniment, whereby the latter one can take different forms from a simple debriefing to well-prepared poster presentations. 31 of 85 orientational internships (36.47%) are currently not supported at all - the introductory internship at the FSU being one of them.

Affiliation

The great majority of the internships is affiliated to the educational sciences (72.94%) as they are intended to cover rather general aims that concern the teaching profession, the school as

⁵ Note that 'support', in the way it is understood here, does not include reports, term papers or portfolios that have to be done *after* the practicum as a kind of an exam. Those are regarded separately in a following paragraph.

an institution, learning processes, and others (see above). However, there also exist orientational internships that concern the respective subjects (9.41%). A prototypic example for this category is the “berufsfeldrelevantes Praktikum” at the University of Hanover, in which students have to pass the internship in a practical field that is relevant for one of their subjects (e.g. a practicum in a sports club if one studies physical education). For the remaining 17.65%, an affiliation could not have been analyzed because the internships were only loosely connected to the study program (e.g. company internships in Bavaria or Hesse).

Workload

As has already been shown, the workload differs considerably concerning the duration of the practicum. Another indicator that is often referred to when measuring the workload are the credit points (CP) provided by the university. Also in this case, one can find a great variation that reaches from zero CP up to ten CP that are provided for the internship.⁶ On average, orientational internships in Germany are rewarded with $M = 3,62$ CP ($SD = 3,24$).

Type of exam

Among the different types of performance tests, one can differentiate portfolios, reports, case descriptions, individual counseling, oral or written exams, and presentations. In different practicums, they are implemented in various combinations.

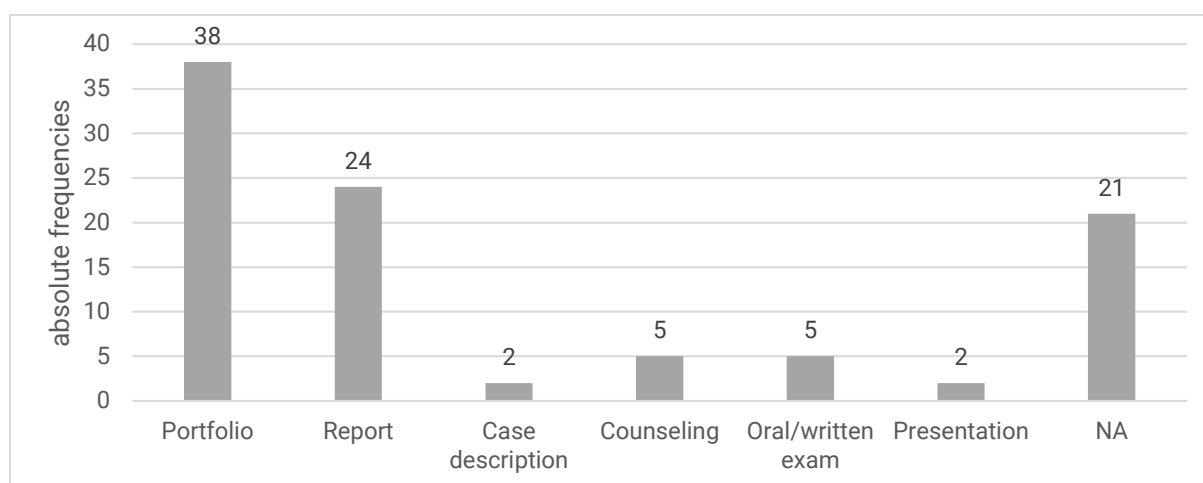


Figure 10. Absolute frequencies of different types of exams (multiple mentions possible).

As can be seen in Figure 10, portfolios ($n=38$) and internship reports ($n=24$) are the most frequent forms of exams in introductory internships. In contrast, the other types only have a

⁶ Note that it was not possible to find out the exact amount of CP in a few cases, particularly when the internship was integrated into a larger module. In those cases, the CP for the entire module were reported assuming that the other parts of the module are considered to prepare/reflect on the experiences of the internship. This procedure might have slightly distorted the values.

marginal standing since they have only been mentioned two or five times each. In 21 cases, the type of exam could not have been identified. In those cases, the exam only had to be completed as a prerequisite for the state examination or as a part of a module that is examined differently.

3.3 Discussion

In the present section, the thesis wants to discuss the above-mentioned findings in the light of theoretical considerations of the previous chapter. A first and important observation is that the internships vary concerning their practical field and their professional relevance. These insights can be used to develop a simple typology of orientational internships as in Figure 11.

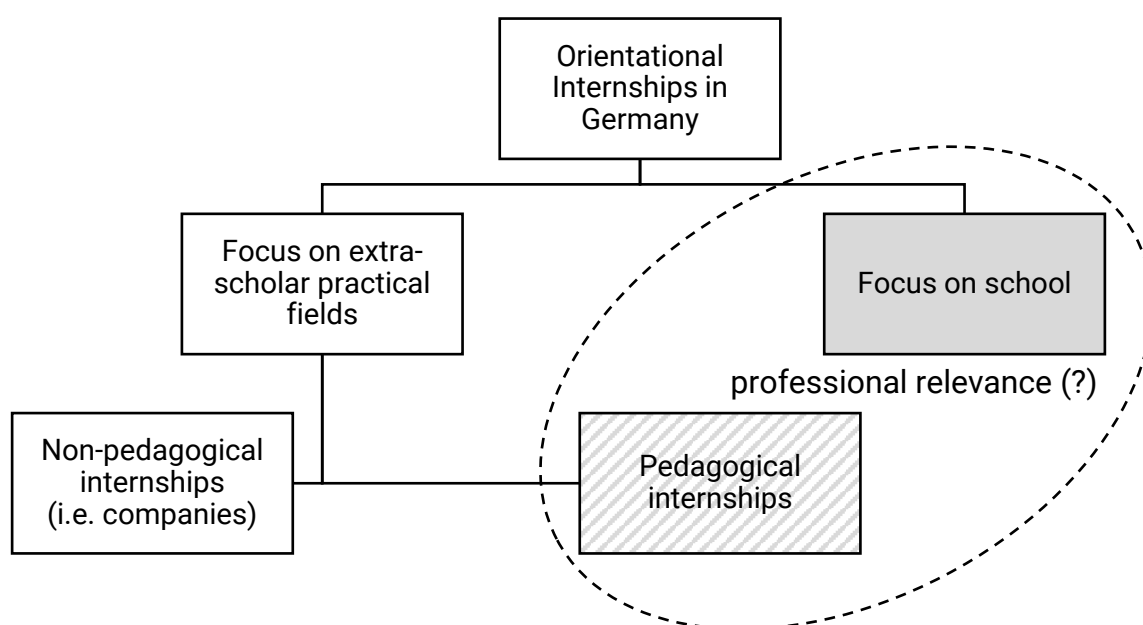


Figure 11. Simple typology of orientational internships in teacher training at German universities.

The typology consists of two dimensions. On the surface, one can see the obvious distinction between internships with a scholar and an extra-scholar focus, while the latter ones can be divided further into internships which address pedagogical fields (e.g. the introductory internship at the FSU) and those which do not target them (e.g. company internships in Hesse or Bavaria).

On a second dimension, it becomes apparent that the internships can also be classified with regard to their professional relevance. Evidently, the extra-scholar, non-pedagogical internships cannot be considered directly professionally relevant since it is precisely their aim to introduce teacher students to *other* professions, including their assets and drawbacks. Moreover, it is relatively straightforward that internships with a focus on scholar contexts are

immediately related to the teaching profession (although it is certainly disputable if teacher students at the beginning of their studies can already profit from these experiences).

Extra-scholar, pedagogical field experiences cannot be arranged as easily within this paradigm. On the one hand, the authors of such internships emphasize the fact that experiences within school are not meaningful at an early point of the study program and, therefore, distance themselves at least from the professionally relevant institutional context. On the other hand, pedagogical experiences with children and adolescents – be it in a kindergarten or in a tutoring lesson – can include relevant competences of the teaching profession as described by the KMK (2004). Within the qualitative content analysis of practicum reports in Chap. 5, the present thesis tries to shed more light on the professional relevance of these internships.

Before that, the attention should be drawn to a discussion of the other structural characteristics. Looking, for instance, more closely at the *denotation* of the internships, one can draw two major conclusions. First, the great number of different labels is a clear indication that the internships do not only focus on different practical fields but also that they emphasize different facets. Whereas the name of the internship at the FSU highlights its position at the beginning of the studies (*‘Eingangspraktikum’*) other universities stress the importance of career orientation (e.g. *‘Orientierungspraktikum’* at the U of Kassel), the importance of pedagogical experiences (e.g. *‘Praktikum in pädagogisch psychologischen Handlungsfeldern (PppH)’* at the U of Potsdam) or the direct relation of the internship to the school context (*‘Integriertes Schulpraktikum (ISP)’* at the U of Hamburg).

Second, the denotations show quite clearly a dissociation from the aptitude hypothesis (*‘Eignungshypothese’*) that was discussed in Sect. 2.1. In North-Rhine Westphalia, for instance, the orientational internship was renamed from *‘Eignungspraktikum’* to *‘Orientierungs- und Eignungspraktikum’* in 2009 to make clear that the practicum is only the first element of several self-reflections throughout the studies that should allow for a reflection upon the students’ aptitude (Ministerium für Schule und Bildung NRW, 2017).

A possible heterogeneity that could be inferred from the different denotations is *not* represented in the other structural aspects such as *location of the internship* or *form of organization*. The great majority of the internships is supposed to be completed before or at the beginning of the studies in one or multiple blocks. Only a few internships can be done simultaneously to the semester (e.g. two to three hours on a specific day during the week) which is most-likely due to the fact that this format requires a much higher amount of organization for both the university and the students.

Less homogeneity can be found regarding the *aims for professionalization*. If one takes another look at Table 1 in the previous section, it is visible from a first glance that there exists a great multitude of different aims. Among those, the introductory internship in the JM can only cover a small set, namely (a) ‘providing insights into extra-scholar, pedagogical fields’, (b) ‘gain experiences with children and adolescents’, and (c) ‘giving opportunities for the self-assessment of their general pedagogical aptitude’. In comparison to the remaining goals that relate much more closely to the teaching profession (e.g. ‘getting to know the tasks of a teacher’ or ‘the school as an institution’), this small number of aims appears to be unsatisfactory. However, it is questionable whether those highly ambitious goals can be accomplished within the short *duration* of the practicum. For instance, it is hard to believe that students would manage to establish meaningful theory-practice transfers within an average time frame of three weeks.

The assumption that many of the orientational internships are currently overvalued with regard to their intended aims is also represented in the low quantity and quality of the *university support*. As the data show clearly, many internships are not accompanied at all (36.47%). For the remaining internships, it often remains blurry how the preparatory or follow-up sessions are precisely designed and how exactly they are supposed to support (future) teacher students in their career choice: Whereas some practicums are loosely linked to regular lectures in the educational sciences, other internships are introduced with preparatory seminars that simply focus on organizational aspects. The *status quo*, therefore, is far from optimal since “the quality of university support plays a decisive role for the learning success of the teacher students within their practicum” (Gröschner & Seidel, 2012, p. 172, transl. mine).

On closer inspection of the data, one is left with the suspicion that many universities try to compensate the deficient support situation by implementing seemingly innovative *types of exams*, such as portfolios or case descriptions to encourage a self-assessment which is not triggered otherwise. At the same time, however, only one of the analyzed universities explicitly formulated the goal to introduce their students to the work with these formats. In combination with the infrequently offered possibilities of individual counseling, one can assume that most of the portfolio work will end up being nothing but an – said in Häcker’s words – “additional burden” that is not well integrated into the structure of the curriculum (Häcker, 2012, p. 287, transl. mine).

The importance that is (or is not) attributed to the orientational internships is, last but not least, also recognizable from the number of credit points (as one indicator for the *workload*). As expected, the actual numbers differ from university to university. Interestingly, these differences can neither be explained with the *duration* of the practicum (most of the internships that

last eight weeks are not at all rewarded with CP), nor with the belonging of the university to a certain federal state (even within one and the same state, e.g. NRW, differences can occur). Instead, the number of CP seems to rise, once the practicum is (a) integrated into a module and (b) finishes with an extensive portfolio or report. All in all, however, the number of CPs seems to be quite arbitrary and need not necessarily be a good indicator for the actual workload.

3.4 Conclusions

It was one goal of this chapter to elicit a deeper understanding of orientational internships concerning aspects of structure and university support. The findings are summarized respectively in Table 2.

Table 2. Characteristics of orientational internships (aspects of structure and university support).

Structural aspects
<ul style="list-style-type: none"> • Orientational internships address different practical fields – namely schools, extra-scholar pedagogical fields, and companies – which can also be classified regarding their professional relevance. • They usually last, by tendency, between two and five weeks and are organized in blocks. • Their intended aims are not rarely (over-)ambitious, particularly in relation to the short duration and the comparatively low quantity and quality of university support (see below).
Aspects of university support
<ul style="list-style-type: none"> • Orientational internships, which are usually affiliated to the educational sciences, are more often accompanied with preparatory sessions than with simultaneous or follow-up seminars. It is not always made transparent how the respective sessions are supposed to support students in their career choice decision. • Typically, portfolios or reports are used to reflect on the practical experiences in more depth. However, it remains questionable to what extent the potential of these tools is used as they require an introduction in their own right, as well as proper feedback and/or counseling. • Credit points do not seem to be a reliable indicator for the actual workload as they differ drastically throughout the country and even within federal states.

Drawing on these insights, one can carefully conclude that most German orientational internships can be located between the poles of overestimated expectancies towards their benefits on the one hand, and a rather marginalized standing with regard to their structural properties, their insufficient support, and their negligence within the scientific discourse on the other

hand. An important task of future research will be, therefore, to develop university-specific concepts for orientational internships that are well integrated into the study program and provide realistic and accurately fitting learning opportunities (following the results of the previous chapter) without consuming unaffordable amounts of financial and personal resources (see Chap. 6 for a suggestion).

According to the argumentation of the present thesis, one necessary step in this process is to find out which learning opportunities students actually face in their introductory internships, which competences they can develop and how their experiences can be made fruitful within the subsequent studies. In the case of the pedagogically oriented internship, this need is even more urgent as the activities that students experience can be more or less professionally relevant depending on the institution(s) they choose or that they are assigned for their internship (as discussed above).

In this regard, the present thesis has already touched upon the second major goal of this chapter, which was to carve out the characteristics of the introductory internship at the FSU in contrast to the orientational internships of other universities in Germany. One point that has become clear is that the FSU implemented a pedagogically oriented internship which lasts significantly longer than at other places: The students have, on average, twice the amount of time to gather experiences compared to other orientational internships. Moreover, they have the freedom to choose whether they want to complete the internship in a purely pedagogical field, at school or even in both domains, which extends the number of possible learning contexts considerably. In consequence, it is quite surprising that such an extensive internship is neither accompanied by the university nor rewarded with credit points.

Hence, at least two important questions need to be answered in the remainder of this thesis that can be deduced from the previous considerations. On the one hand, it is necessary to investigate how the introductory internship is embedded into the Jena Model and how its *intended aims* concerning the career choice of (future) teacher students can be described (Chapter 4). On the other hand, it must be a goal of the thesis to shed light on the professionally relevant experiences that students gather in this broad practical field: Only if it is known what students actually do in their internship, the university is able to recognize connecting points between theory and practice that could be used to provide opportunities for a critical and theory-guided self-assessment throughout the studies (Chapter 5).

4 The Introductory Internship within the Jena Model

As has been argued in the previous chapter, it is not sufficient to regard an internship from an external perspective, but one must also be aware of the university-specific curricular embedding. It is, thus, one aim of this chapter to briefly introduce the Jena Model of teacher education, focusing on relevant aspects for the present discussion (Section 4.1). In a second step, the introductory internship ('Eingangspraktikum') is contextualized within this study program. In doing so, the external view of the previous chapter is complemented with the intended aims of the internship and its relation to other elements of the study program, e.g. the practical semester (Section 4.2).

4.1 The Jena Model

The Jena Model ('JM') of teacher training was developed between 2004 and 2007 in a cooperation between representatives of three different stages ('Phasen'):

- 1st stage: Lecturers and research assistants at the FSU who were in charge of the academic training
- 2nd stage: Lecturers and teachers at the teacher training colleges ('Studienseminare')
- 3rd stage: People in charge of the advanced training / in-service teacher training ('berufliche Fort- und Weiterbildung')

The players of the different stages (which are supposed to be understood as one conceptual unit) were, back then, interested in creating a new model that should not only account for the changes intended by the Bologna Process (i.e. a modularized study program) but also for the new 'Standards for Teacher Education'⁷ that were passed by the KMK (2004). Since – according to the creators of the JM – a polyvalent bachelor program with a subsequent M.Ed. program would have contributed to a further fragmentation of the different stages and since there would have been no demand for a bachelor degree in teacher training on the labor market, the state examination-oriented structure was retained (Lütgert, 2008, 2014).

This decision allowed for the implementation of a practical semester in the *middle* of the studies (Figure 12). In contrast to early field experiences (3rd or 4th semester) as they were

⁷ These professional standards are determined by educational politics and describe which competences a teacher must possess to meet given occupational requirements (Helmke, 2014, p. 142). The standards of the KMK describe four major competence domains which comprise teaching ('Unterrichten'), education ('Erziehen'), assessment ('Beurteilen'), and innovation ('Innovieren') of which the latter two gained increasing attention when the JM was created (Lütgert, 2014, p. 21).

implemented in Hesse or late field experiences (8th or 9th semester) as in North Rhine-Westphalia, the advantage of the JM is that an equal amount of time can be spent on both preparation and reflection on the practical experiences. Moreover, this structure allows for a precise delineation of the practical semester from orientational field experiences (that are gathered in the introductory internship) and the preparatory service ('Vorbereitungsdienst').

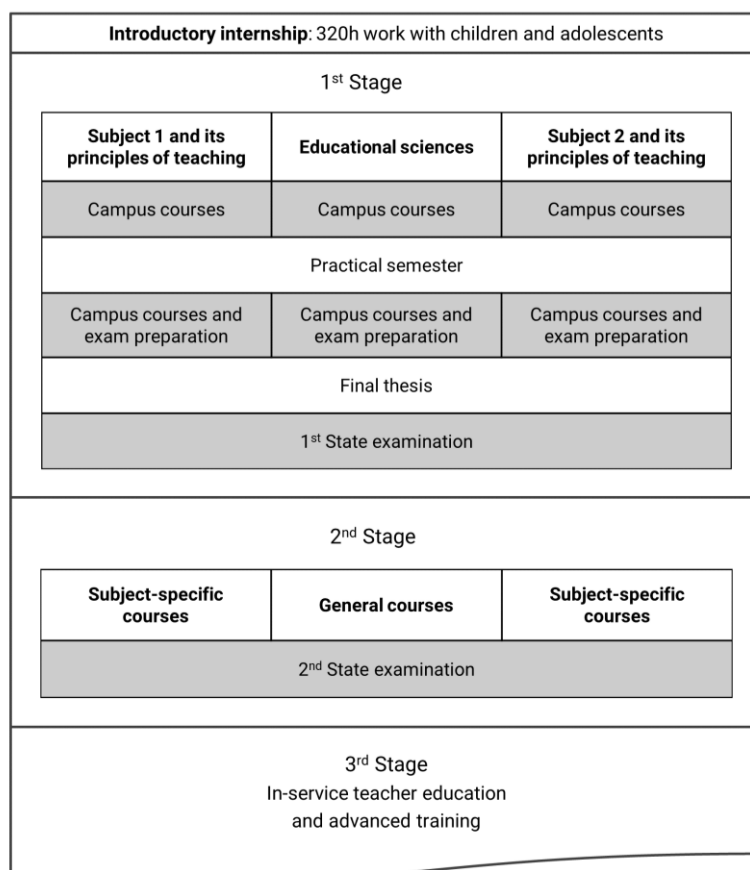


Figure 12. The structure of the Jena Model with its three stages (adapted from Lütgert, 2008, p. 42).

According to the authors, the education of the teacher students within their subjects is not diminished by the strong practical focus in the JM. Both the first and the second subject (including their 'didactics' ('Fachdidaktiken')) contribute equally to the professional development of the students – before, during, and after the practical semester. In addition to that, the subject-related contents are flanked by modules of the educational sciences, which thus form the third pillar of the model.

In first empirical evaluations of the JM and its practical term, it was pointed out (in accordance with other studies) that a targeted, theory-driven reflection on practical experiences is an important task for the educational sciences and both subjects. As Holtz (2014) could show, many students leave their practical semester with the feeling that the seemingly "boring" or "unrealistic" theory which they have learned at university did not help them to meet the practical

requirements of teaching. Lecturers at universities as well as mentors in the internships, therefore, “need to make it their task to initiate the integration of these diverse knowledge systems” (Holtz, 2014, p. 117, transl. mine) – a process that might be supported through a sustainable training of the school mentors in co-constructional methodology, content-focused coaching, diagnosis, and counseling (Helmke & Lenske, 2013; West & Staub, 2003; Zastrow, Kleinespel, & Lütgert, in print). In the context of this thesis, it must be highlighted that such potentially negative effects of internships might also be observed in orientational field experiences, especially when they are as long as in Jena. Consequently, future empirical investigations should focus more intensely on the change of teacher students’ beliefs through these internships.

Apart from the introductory internship, the practical semester, and the subsequent studies at university, teacher students will, of course, encounter additional learning opportunities in the second and third stage of their education (Figure 12). However, these stages both pursue diverging aims and are set in different institutional contexts which is why they are not regarded in more detail in this thesis. Instead, the following section asks in more detail how the introductory internship is integrated into the JM.

4.2 The introductory internship

As was shown in Figure 12, the introductory internship can be regarded as the ‘entrance gate’ of the JM. According to the study and examination regulations of the FSU, the students are supposed to finish it by the beginning of their studies or – if that is not possible – by the end of the second semester when they have to enroll for their practical semester (FSU, 2015).

The aim of the early practicum is, then, “to enable students to establish and to keep contact to children and/or adolescents for an extended amount of time” (FSU, 2015, p. 151, transl. mine). To this end, the students have the possibility to choose one or more institutions (in a pedagogical field or at school) to do the internship, as long as they spend 320 hours (i.e. about eight weeks) in total. An approval of previous experiences which were not particularly gained for the practicum but in other contexts is also possible (e.g. social service, work with children in a sports club, etc.).

How do the authors of the internship justify this conception? First, they assumed that it is not effective to send their candidates back to school at the beginning of their studies since they already have enough school experiences (from the student’s perspective):

E01: „Und da würde ich auch sagen: Ist die Schule denn auch sinnvoll? Erfahrungen mit Schule haben die Studienanfänger ja weiß Gott.“ (Beutel, Gröschner, & Lütgert, 2004, p. 52)⁸

Instead, the experts put an emphasis on the interaction with children in *any* pedagogical context and found it important that teacher students know how children can be addressed properly and how meaningful activities can be arranged. According to the title of this thesis, one could also say that the internship should help the students to find out whether they “can cope with kids”:

E14: “Und man kann den Lehrer auch – den künftigen Lehrer – auch mal damit konfrontieren: Wie spreche ich, wie unterhalte ich mich mit 7- oder 8-Jährigen [...]? Was kann ich mit denen machen? [...] So müsste es beim Lehrer auch sein, bis hin zu Kindergarten eventuell, ja, dass er auch mal zwei, drei Wochen im Kindergarten ist, sich also das pädagogische Feld erarbeitet [...]“ (Beutel et al., 2004, p. 54)

Moreover, this claim was corroborated by empirical findings (Gröschner & Nicklaussen, 2008) which showed that about 60% of the teacher students at the FSU have not gathered pedagogical experiences before the beginning of their studies. Although one probably would not find such high percentages in recent studies, one has to keep in mind that König et al. (2018) could show that particularly those students who do not possess pedagogical pre-experiences (ca. 10% in their sample) are more likely to choose teaching as a fallback career and have, therefore, worse preconditions for the job than other students (see Sect. 2.2.3). Consequently, the need of purely pedagogical pre-experiences might not seem to be as urgent as ten years ago, but it still aims precisely at a potential risk group.⁹

In addition to that, the internship at the FSU should – ideally – not be regarded as an isolated self-assessment tool which would allow for a final decision of one’s career choice. This is also why the authors called the internship “*Eingangspraktikum*” (‘introductory internship’) and not “*Eignungspraktikum*” (‘aptitude testing internship’) as it is called at other universities (Lütgert, 2014, pp. 23–24). Put in other words, the intended aim of the internship is *not* to find out whether one is suited to become a teacher, but only to have the applicants reflecting on their ability of maintaining pedagogical relations in general. In the JM, the final self-assessment of one’s aptitude for the teaching profession is not supposed to be carried out until the practical

⁸ The authors presented interview data from the Delphi study which was supposed to work out the different lines of argumentation of players from the three stages of the Thuringian teacher education (cf. Figure 7).

⁹ Note that the question whether the practicum actually has a positive effect on the students’ career choice cannot be answered within this thesis. Further (quantitative and qualitative) investigations are necessary to shed light on this question.

semester at school, in which the teacher students get to know the profession and the institution from a teacher's (and not a pupil's) perspective.

Therefore, the introductory internship (as an instrument for self-reflection) always needs to be analyzed with regard to the experiences that remain to be gathered during the practical semester as well as the knowledge that is gained from campus courses (Figure 13).

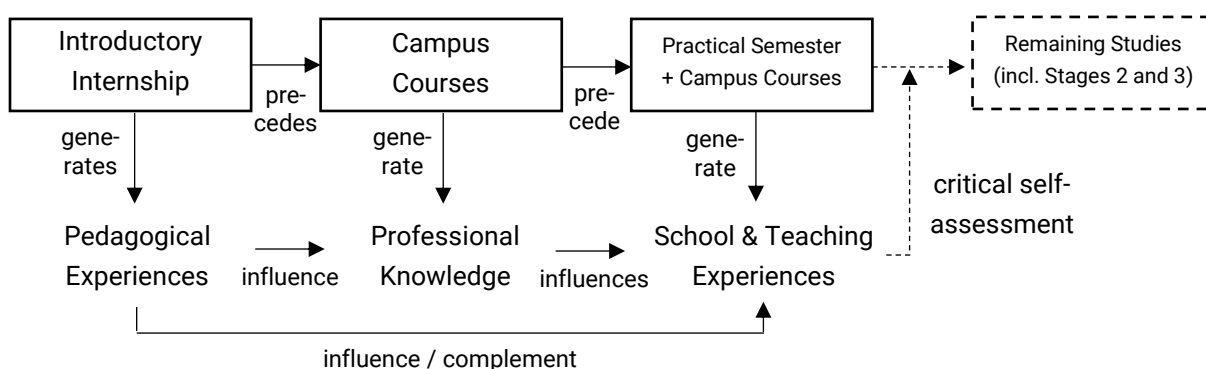


Figure 13. The Relation between the introductory internship and other elements of the JM.

Figure 13 shows a simplified, linear model of the relations that exist between the introductory internship and other elements of the JM. As can be seen, it is assumed in this thesis that pedagogical experiences gained in the introductory internship are not only connected to the professional knowledge that is gathered in campus courses but that they also have an (implicit) influence on the teaching experiences in the practical semester. In other words, the practical semester seems to *complement* the pedagogical pre-experiences with teaching-related experiences. Only when both perspectives, i.e. the general perspective on the work with children and the perspective on teaching, are combined, a critical self-assessment of one's aptitude for the teaching profession can and should take place.

Nevertheless, the introductory internship is also reflected in its own right. Students have to hand in a written report of about one page in which they briefly reflect their experiences. The content of these reports is based on guiding questions that are published on the website of the practicum office¹⁰ (e.g. "What did you like in particular about your internship?", "Where do you see opportunities to improve?", "How did you feel about the cooperation with your colleagues?" etc.). On the one hand, such a report does, of course, not replace a proper mentoring and theory-based reflection. On the other hand, students at least have to condensate their experiences and consider their most impressive sensations and memories (Chap. 5).

¹⁰ URL: <http://www.zlb.uni-jena.de/Lehrerbildung/Praxissemester/Eingangspraktikum.html> (last access: 29 May 2018)

To sum up this chapter, it became apparent that the JM contains two practicums – the introductory internship and the practical semester – that allow for a critical self-assessment. The former one focusses on pedagogical experiences, the latter one is located at schools and is related directly to the teaching profession. Although both internships can be seen as conceptually intertwined with regard to career choice assessment, the JM is currently missing the necessary links to make this relation sufficiently transparent for the students. Neither does the study program offer possibilities to reflect the introductory internship experiences (with regard to the practical term), nor are the experiences systematically taken up in the further course of the studies. The present thesis contributes to closing precisely this gap by describing what students actually do in their internships (Chap. 5) and, thus, facilitates the development adequate formats of reflection (as suggested in Chap. 6).

5 Learning Opportunities in Introductory Internships

In the previous chapters, the present thesis took different perspectives on the introductory internship. At first, theoretical and empirical findings that deal with characteristics of the teacher students' aptitude were examined with regard to their professional development (Sect. 2.1, 2.2). In a second step, relevant instruments that are recommended by the KMK to support the testing of teacher students' aptitude ('Eignungsabklärung') throughout the studies were introduced and discussed (Sect. 2.3). It was argued that orientational internships are only one specific tool among several instruments and that they have not yet been put into the focus of empirical research. As a first comparison of multiple orientational internships in Germany has shown (Chap. 3), they are often located before or at the beginning of the studies, are relatively short and sparsely supported. Moreover, it is crucial to emphasize that they focus on various practical fields, whereas the pedagogical, extra-scholar field is the most difficult to describe in terms of its professional relevance.

In this chapter, the different perspectives should be brought together. By analyzing internship reports of the introductory internship at the FSU, it should be asked critically (a) which learning opportunities students have in their internship, (b) if and to what extent these learning opportunities are relevant for the teaching profession, and (c) how they can be related to previous theoretical and empirical findings.

The analysis is conducted in two major steps. First, the practicum reports of one year are investigated regarding their meta data (i.e. subjects, selected practical fields, number of chosen institutions, etc.). Therefore, the aim of this section (5.1) is to get an overview of the complete sample, especially regarding the question where the internships are actually done. Second, a representative subset of the reports is analyzed more closely with a qualitative data analysis (5.2). Here, the emphasis is put on the learning opportunities that students discover in their internships in order to shed light on their professional relevance.

5.1 Analysis of the meta data

The research in the field of introductory internships being very sparse, it would have already been interesting enough to simply report the students' distribution on subjects, practical fields, the number of institutions chosen for the practicum and other variables that are encoded in the meta data of the internship's reports.

However, this thesis also wants to address three specific 'guiding questions' that result from the preliminary considerations (Chap. 2) and comparative results (Chap. 3) in the previous chapters. In what follows, these questions are introduced and briefly explained (5.1.1), before sample (5.1.2) and methods (5.1.3) are described. Afterwards, the results are presented (5.1.4) and discussed in the light of the guiding questions (5.1.5). A summary eventually concludes this section (5.1.6).

5.1.1 Guiding questions

Guiding question 1 ('Q1'): Do students of different subject groups have different preferences concerning the practical fields they choose?

This first guiding question is grounded on two observations. On the one hand, it has been shown previously that interests and orientations of teacher students sometimes differ between subjects (Sect. 2.2.1). On the other hand, one can observe recurring preconceptions in the discussion on the introductory internship that are particularly connected to the subjects of the students. Many people, for instance, assume that students of mathematics and the natural sciences are more likely to choose teaching related practical fields (e.g. tutoring), whereas sports students are said to mostly complete their practicum in a sports clubs. By coding for the subjects and the practical fields of the students, this thesis wants to find out if these assumptions can be backed up with the present data.

Guiding question 2 ('Q2'): Is the comparatively long duration (320h) of the introductory internship at the FSU used by students to choose multiple practical fields and, therefore, to gain different experiences and perspectives?

In comparison to other orientational or introductory internships in Germany, the pedagogical internship at the FSU is, by far, the longest (Chap. 3). At the same time, the university regulations that concern the choice of the practical field allow for doing as many different internships as one likes – as long as they have something to do with children that are between 3 and 18

years old. Since the meta data of the practicum reports includes information about how many institutions have been chosen, it would be interesting to find out if and how students divide the 320 hours that are available to them.

Guiding question 3 ('Q3'): Do students do their internship with the aim to become a teacher or do they have previously gained experiences approved by the practicum's office?

The introductory internship at the FSU is not an integrated module, but – formally speaking – a prerequisite to enter the study program. Moreover, as was said before, the internship at the FSU is comparatively long, but not rewarded with any credits. Consequently, the university is obliged to also approve previously gained pedagogical pre-experiences (Sect. 2.2.3) of the future students (as long as they are not older than five years) that were not (exclusively) gathered with the clear intention to become a teacher. The proportions of students who do *not* do the practicum with regard to become a teacher and those who *do* have not yet been analyzed. With the meta data of this thesis, it is possible to get a first overview of these relations. This guiding question does not want to imply that one option is better than the other but that the university needs to take this difference into account, especially with regard to the reflection on the experiences.

5.1.2 Sample

For this study, it was decided to investigate a sample of internship reports that were processed completely by the practicum's office between October 1, 2016 (beginning of the winter term) and the September 30, 2017 (end of the summer term), i.e. all reports of one year. The total number of internship reports yields $N = 200$. Concerning gender, the sample is relatively balanced: 115 reports stem from female (57.5%) and 85 from male students (42.5%). These figures are coherent with gender proportions found in other studies (see Chap. 2.2.1).

It is important to be aware of the fact that the data is biased regarding several factors. First, the reports are a positive selection in themselves: Only people who have done the internship and stick to their career choice usually hand in their reports. In other words, there exist no reports of students who completed the internship and decided against the teaching profession. Second, the selection of the internship places is highly affected by the information published on the website of the practicum's office¹¹. As one can see at first sight, the focus of the practicum is supposed to be set on educational ('erzieherische') rather than on teaching

¹¹ <http://www.zlb.uni-jena.de/Lehrerbildung/Praxissemester/Eingangspraktikum.html> (22 June 2018)

(‘unterrichtliche’) processes. Therefore, a highly probable underrepresentation of internships that focus on the latter field must not be overinterpreted. Lastly, the internship reports reveal a high degree of social desirability. Although the report is not graded and although the students are encouraged by the information published on the website to reflect their experiences controversially, the reports contain many positive exaggerations, especially when it comes to the students’ personal motivation to become a teacher.

5.1.3 Method

The meta data was analyzed with both deductive and inductive categories (Kuckartz, 2016). The deductive categories that were applied are

- the subjects (1 + 2) that are studied by the students (cf. Q1),
- the number of practical fields they chose for their internships (Q2)
- whether or not they completed (parts of) their internship abroad (Q3), and
- whether or not they completed (parts of) their internship within a voluntary social year (‘Freiwilliges Soziales Jahr’) or similar long-term internships (Q3).

Inductive category building was used, on the other hand, to capture the great variety of different practical fields in which the students complete their internships (Q1). However, analyzing the first 25% of the data in a first round of coding, it soon turned out that providing an exhaustive list of all the mentioned institutions would not have proven practical within the scope of this thesis. Therefore, meaningful main categories (‘Hauptkategorien’) were built to receive a clearer picture of the different practical fields (as suggested in Kuckartz (2016, pp. 101–102)). Together with the other results, they are presented in the next section.

5.1.4 Results

Subjects

To this date, 22 subjects can be studied at the FSU and its cooperating universities¹² in teacher training programs for higher education (‘Gymnasium’). Of these 22 subjects, 18 are represented in the sample of this study. The subjects that were not included are music, art, Catholic religious education, and Greek. That is because these subjects either generally have a low

¹² Catholic religious education can be studied at the University of Erfurt, music at the ‘Franz Liszt Hochschule für Musik (HfM)’ Weimar, and art at the ‘Bauhaus University’ Weimar.

number of students (especially Greek and C. RE) or – as in the case of music – the students could hand in alternative proofs of pedagogical pre-experiences according to the specific study regulations at the partner university.

For a clearer overview, the subjects that are represented in the study were assembled in four content-related groups:

- Mathematics, informatics, and the natural sciences (incl. biology, chemistry, and physics),
- Languages (incl. English, French, German, Latin, Russian, Spanish),
- Social Sciences and Humanities (incl. geography, history, Protestant religious education, philosophy, social studies ('Sozialkunde'), and economy & law ('Wirtschaftslehre/Recht'), and
- Sports.

The subjects are distributed as shown in Table 3. Note that every German teacher student has to enroll in two subjects, which is why the total number increases to 400 in this section.

*Table 3. Distribution of the subjects of 200 internship reports/students, i.e. N=400. Absolute and relative frequencies. (*subject with a Numerus Clausus)*

Subjects (N = 400)							
Ma/Info/Nat. Sciences		Languages		Social Sciences / Humanities		Sports	
Ma	32 (8%)	En	52 (13%)	Geo	44 (11%)	Sports	52 (13%)
Info	3 (0.75%)	Fr	11 (2.75%)	Hist	31 (7.75%)		
Bio*	26 (6.5%)	Ger	61 (15.25%)	Pr. RE	8 (2%)		
Ch	11 (2.75%)	La	3 (0.75%)	Phil	11 (2.75%)		
Phy	4 (1%)	Ru	10 (2.5%)	Soc. St.	17 (4.25%)		
		Sn	14 (3.5%)	Ec./Law	10 (2.5%)		
Total	76 (19%)		151 (37.75%)		121 (30.25%)		52 (13%)

As can be seen in the table, the respective domains differ concerning the number of students. The group of mathematics, informatics, and the natural sciences only has half as many students as the language group and about 50 students less than the social sciences/humanities. Whereas mathematics and biology are frequently chosen subjects, informatics and physics do not attract many students. In the language group, the picture looks very similar. English and German are highly frequented while French, Russian and, in particular, Latin are not selected many times. Spanish, on the other hand, which can only recently be studied as a major subject, has already outrun the other second foreign languages. In the social sciences/humanities, the figures are slightly more balanced, but also here, geography and history are significantly more popular than the other subjects. Sports was separated from the other subjects since (a) the group of students is very big, (b) the content/way of teaching is not as closely related to that

of other subject groups, (c) many students do their internships in a sports club, which is why it might be interesting to regard the subject separately.

Number of practical fields (splitting)

In contrast to many other universities which only have a relatively short orientational practicum (see Chapter 3), the introductory internship at the FSU seems to provide more realistic conditions to serve the internship at more than one place. Hence, it was one target of this thesis to find out whether students actually make use of this chance (Q2).

As shown in Figure 14, 119 students (59.5%) chose only one institution for their internship. Another quarter of the people in this study report that they completed their internship in at least two institutions (27%). Of the remaining 13.5%, the majority of the students did their internship in three places, whereas only four students did them in four institutions. On average, the introductory internship is completed in $M = 1.56$ practical fields ($SD = 0.77$).

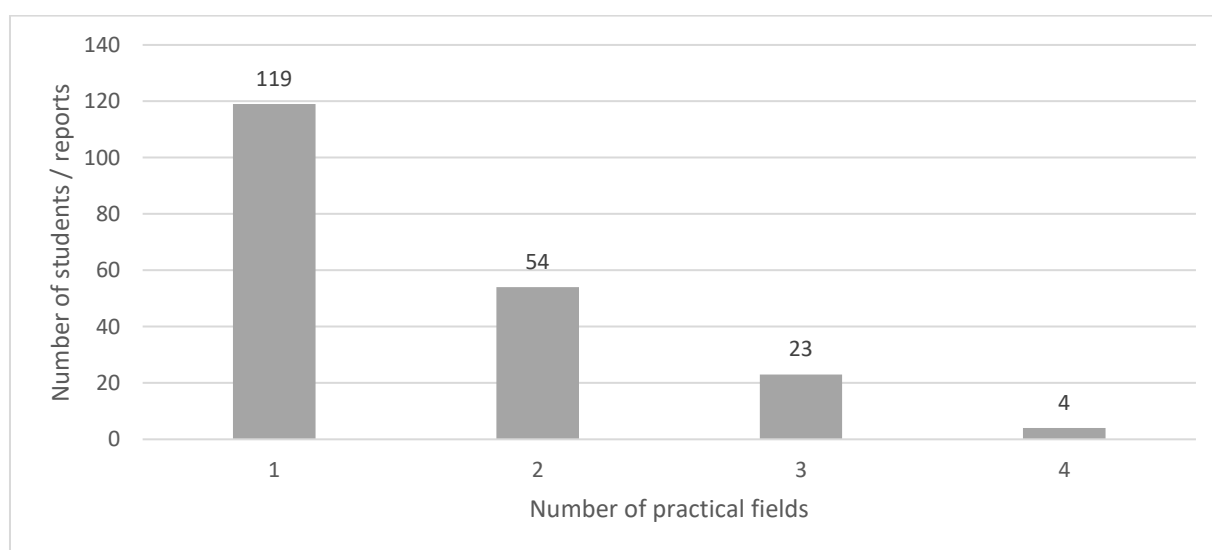


Figure 14. Number of practical fields chosen in introductory internships at the FSU ($N = 200$).

Note that some students did their internship in different institutions which, however, had the same focus (e.g. two internships in two different kindergartens). In such cases, these institutions were coded only as one choice (and not two distinct ones). If, on the other hand, a student did one practicum in a primary school and another practicum at a secondary school, this was coded as two different practical fields, even though the two institutions belong to the same superordinate category (in this case 'teaching', see below).

Internships completed abroad or in voluntary services

These days, many students do not begin studying directly after finishing school. Instead they do volunteer work within their home country (e.g. 'Bundesfreiwilligendienst', 'Freiwilliges Soziales /Ökologisches Jahr' etc.) or abroad (as an au pair or teaching assistant). Such activities were marked separately in the meta data of the practicum reports as these students usually spend much more time (mostly one year) working at least in parts with children.

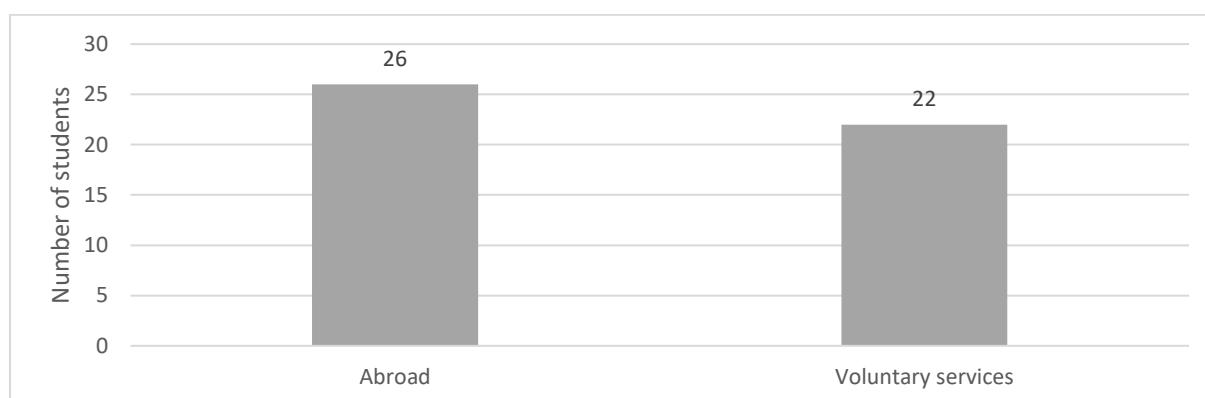


Figure 15. Internships done abroad and in voluntary services.

As shown in Figure 15, 24% (i.e. 48 people) of all students in the data chose this possibility, of which 26 students worked abroad and 22 in different kinds of voluntary services.

Practical fields ('Handlungsfelder')

As opposed to the previous analyses, the categories in this section were developed inductively in order to find out where students actually do their internship. In a first step, all the different institutions were collected individually. However, it quickly turned out that it would be impractical to retain all the different institutions, which is why similar institutions were assigned to groups. Even though such a grouping procedure seems to be trivial on the surface, it was actually difficult to identify distinct variables to sort the data. For example, it would not have been practical to simply assign all the different *schools* to one group as the tasks in a secondary school differ considerably from those in a special needs school ('Förderschule'). Similarly, the division between school and non-school did not prove useful as, for instance, a tutoring lesson (outside school) shares many commonalities with teaching at school. Consequently, it was assumed that every institution has a 'focus' on certain activities. Staying with the above-mentioned examples, this would mean that 'giving tutoring lessons' and 'teaching at a school' would belong to the same group because they share a focus on teaching. Special needs

schools, on the other hand, were put into one group with other institutions whose foci lie on dealing with special needs children and heterogeneity (e.g. a children's asylum). By applying this procedure, five practical fields could have been identified, which are depicted in Figure 16.

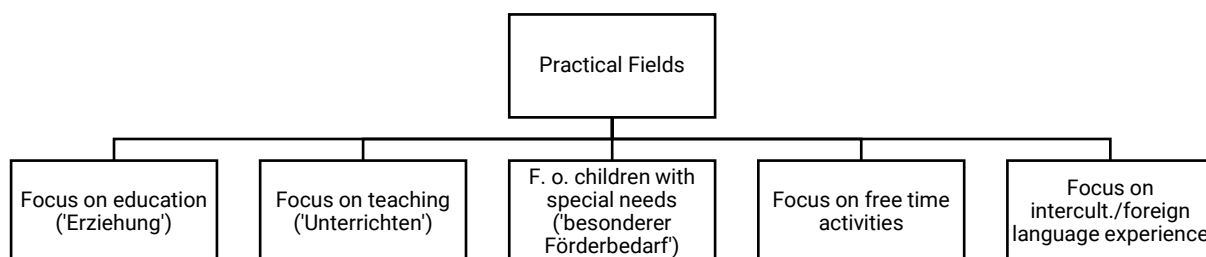


Figure 16. Foci of practical fields in the introductory internship.

In what follows, each of these fields is introduced briefly. Note that the complete coding sheet (incl. a more fine-grained depiction of the respective institutions) can be found in Appendix B (Table 7).

Returning to the model in Figure 16, there have been, at first, institutional contexts in which the focus lay clearly on the *education* of (younger) children. Typical examples for institutions in this group are the kindergarten or the day care center ('Hort'). Students in this field are usually involved in the arrangement of activities (reaching from painting to cooking with the children) and in the conveyance of basic rules and values.

The focus of the second field lies in teaching. As touched upon above, this field contains many different school types (e.g. 'Gymnasium', 'Regelschule') but also tutoring lessons. Interns in this field often describe their perceived teaching ability in their reports (as described in the FIT-choice-model; Sect. 2.2.2).

A third field, which was not expected to pop up that often, was the work with children and adolescents with special needs ('besonderer Förderbedarf'). The specific institutions reach from special-needs schools ('Förderschulen') over asylums to pediatrician's offices. Insofar, the term 'special needs' is used in a wide sense in this thesis, also implying (temporary) illnesses and disabilities.

The fourth practical field concerns all kinds of free time activities from sports clubs to the fire brigade to social pedagogical institutions (e.g. youth centers). Without doubt, this group is the most heterogenous one as the activities are often neither linked to specific administrative/political guidelines or standards (as they exist in school, e.g. the curriculum ('Lehrplan')) nor to a certain group of children (regarding age, social background, etc.).

Lastly, the fifth group deals predominantly with the acquisition of intercultural and foreign language competences. It can unfold in both educational fields (i.e. au pair) and fields connected to teaching (foreign language teaching assistance).

Before a selection of reports in these domains should be analyzed in more detail (Sect. 5.2), it is necessary to get an overview of the quantitative dimensions in the first place (Table 4).

Table 4. Absolute and relative frequencies of practical fields.

Practical Field	Absolute	Percentages
Focus on education ('Erziehen')	69	22.12
Focus on teaching ('Unterrichten')	81	25.96
Focus on special needs	23	7.37
Focus on free time activities	113	36.22
Focus on intercultural / foreign language competences	26	8.33
<i>Total</i>	<i>312</i>	<i>100</i>

In Table 4, such a distribution is displayed in both absolute and relative frequencies. Note that the total number of selected fields has increased to 312 because students are available to choose more than one institution for their internship (as shown above).

The group that was chosen most often among the students is the one that focusses on free time activities (36.22%). It is followed by the groups focusing on teaching (25.96%) and education (22.12%) which were both chosen by about a quarter of the students. The remaining two groups are also relatively equal in size. A focus on intercultural / foreign language competences was chosen by 26 students (8.33%), a focus on children with special needs by 23 students (7.37%).

This division of the groups needs to be reflected critically with regard to at least two aspects. First, it remains unclear, whether students actually gain experiences that fit the expected focus of the institution. It is, for instance, imaginable that a student who did his internship in a secondary school reports specific experiences from the educational domain because those mattered more to the student. In the scope of this thesis, the next section (5.2), in which a sample of internship reports is analyzed content-analytically, sheds some light on this issue.

A second problem of the proposed division is that the categories are not completely distinct. For instance, it is obvious that the work with children in a sports club shows many similarities to a sports lesson with even-aged pupils at school – especially when seen from the perspective of the teacher students who are still at the beginning of their studies. Nevertheless, the

categories seem to be feasible to get a first overview of the proportions, which is necessary to be able to create balanced sample of reports in the next section (Sect. 5.2).

Relation between subjects and pedagogical fields

The reason why this thesis analyzed the subjects of the students was the underlying hypothesis that students of certain subjects might prefer some pedagogical fields over others (see Q1). The problem of such an analysis is that students cannot be assigned one-to-one to a certain subject group since they are often enrolled in subjects of different groups (e.g. sports and mathematics or German and history). Moreover, it is not possible to only regard students with combinations within one group (e.g. mathematics and physics) since (a) these combinations are too rare for a proper analysis and since (b) sports (being a single subject group in this thesis) is always combined with a subject of a different group. It was, therefore, decided to regard only the first subject of the students. Although both subjects are studied equally (and not in major/minor variants) at the FSU, students have to select their belonging to a students' council ('Fachschaft') when they are matriculated. The subject they choose for their 'Fachschaft' is usually the first one and can consequently be assumed to be the subject they identify themselves with most.

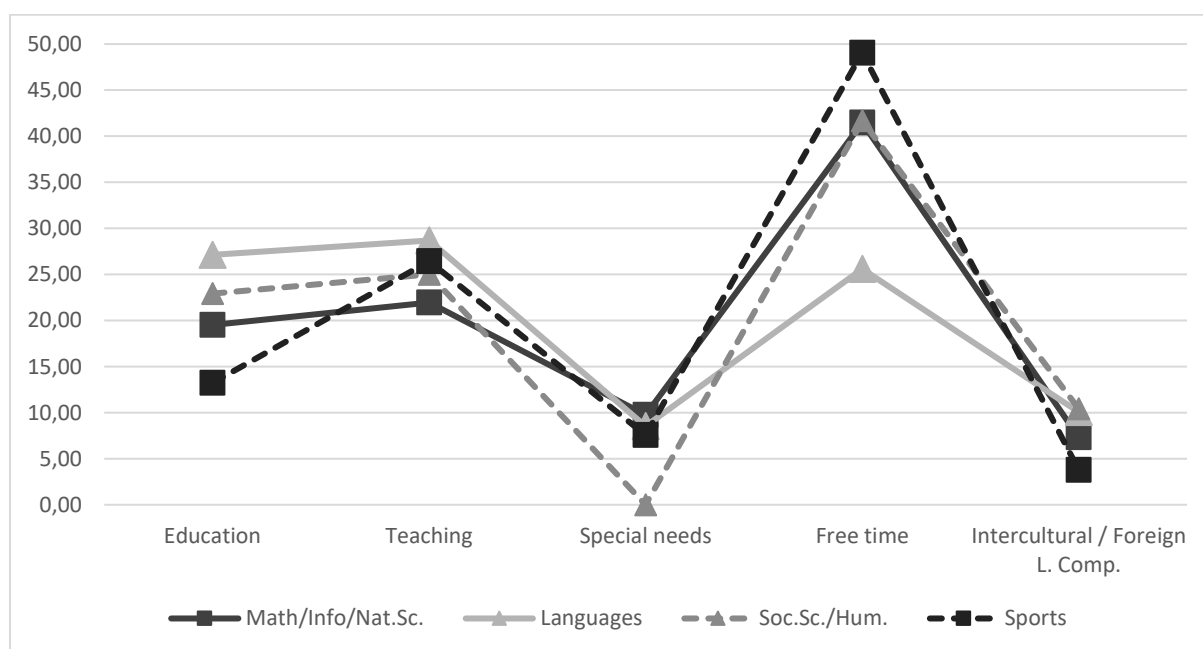


Figure 17. Relations between subject and pedagogical field.

The line chart in Figure 17 depicts the results of the analysis. The group of mathematics, informatics, and natural sciences students shows average values in all domains. In contrast to the previously mentioned expectations, students of this group display the lowest values in practical fields that focus on teaching (21.95%) and the highest scores in the work with students with special needs (9.76%). As opposed to that, students whose first subject is a language show the highest values in both the educational (27.13%) and the teaching domain (28.68%). Nevertheless, their scores in the area of free time activities are significantly lower compared to those of the other subject groups (25.58%). As expected, the language group also yields high values in the practical field that deals with intercultural and foreign language competences (10.08%). However, the group of students in the social sciences and humanities shows even higher values in this domain (10.42%). Apart from that, the latter group also yields the second-highest values in the practical fields focusing on free time activities and education, and the lowest values in the work with children with special needs. Finally, the sports students show, on the one hand, the highest values in the field of free time activities (49.06%), and, on the other hand, the lowest values in the domain of institutional education with young children and in the domain of intercultural / foreign language competences.

5.1.5 Discussion

In order to discuss the results that were described in the previous section as structured as possible, the guiding questions that were underlying the analysis should be recapitulated briefly, before they are discussed in subsequent sections:

Q1	Do students of different subject groups have different preferences concerning the practical fields they choose?
Q2	Is the comparatively long duration (320h) of the introductory internship at the FSU used by students to choose multiple practical fields and, therefore, to gain different experiences and perspectives?
Q3	Do students do their internship with the aim to become a teacher or do they have previously gained experiences approved by the practicum's office?

Guiding Question 1: Do students of different subject groups have different preferences concerning the practical fields they choose?

In conversations about the introductory internship, it was often noticeable that there exist certain preconceptions towards the relation between the subjects (or groups of subjects) of

students and the various practical fields. One of these assumptions is that, for example, students of mathematics or the natural sciences would rather do their internship in the field of teaching or tutoring; another is that sports students would often complete their internship in a sports club.

It became already clear in the last section that such assumptions can only partly be confirmed with the present data. As was shown, students of mathematics and the natural sciences actually show the lowest scores in the teaching domain, but relatively high scores when it comes to free time activities. For sports students, on the other hand, it could have been confirmed that they show indeed a strong tendency to do their internship in practical fields which are related to previously existing experiences in sports.

Yet, the more interesting question besides confirming or rejecting stereotypical assumptions is how such insights can be used for the further professionalization of the students throughout the teacher studies. In other words, one should ask how teacher education programs can react to the result that the selection of practical fields cannot be brought into a one-to-one correspondence with the subjects of the students.

A possible answer to this question might be given with regard to the reflection on practical experiences. Of course, it was shown that introductory field experiences are not yet reflected and accompanied structurally in the Jena Model (apart from the internship report). However, it is known from multiple studies that guided reflection and mentoring are supportive for the process of professionalization (e.g. Gröschner & Seidel, 2012). If the university implemented courses or counseling opportunities for the reflection on introductory internships in the future, the results that concern the relation between subject group and chosen practical field could be helpful with regard to the compilation of the course participants: Optimally, students should not only talk to other students who gathered very similar experiences (this would most-likely happen in a group of sports students), but they should also be able to communicate with students who worked in practical fields that had another focus than their own.

Similarly, the responsible mentors and lecturers at university should be aware of typical interdependencies between studied subject and chosen practical field. They should be open for unexpected combinations (e.g. the future mathematics teacher who trained a soccer team) – not only in that they should discard their prejudices, but also in that they should support their students in building bridges between different domains. Students should not merely be asked *why* they decided for a certain practical field in the light of their subject, but rather *how* these experiences can be possibly made fruitful for both their future teaching and the learning of

their students. For example, it would be worthwhile to discuss how the mathematics lesson can possibly profit from the student's prior trainer experience in a sports club.

Guiding question 2: Is the comparatively long duration (320h) of the introductory internship at the FSU used by students to choose multiple practical fields and, therefore, to gain different experiences and perspectives?

As the data in the previous section show, roughly 60% of all students do their introductory internship in only *one* practical field. One reason for this behavior could be that students who already possess pre-experiences in a certain domain, simply have these experiences approved by the practicum's office. For example, someone who has been an active member of the fire brigade for the past five years will have gathered the necessary number of hours (=320) only in this domain. A different reason for choosing only one institution is that there exist long-term internship formats (e.g. an au pair year or the participation in voluntary services 'FSJ') which do not allow for a change of the institution (this accounts to 48 people in the present sample). Lastly, one should not forget pragmatic constraints that are connected to the choice of an internship. Not only is the application for each additional internship connected to further workload, but also people simply might not have the logistic opportunities to reach other institutions – especially in rural areas where local distances are not easy to cross.

Despite these obstacles, there still exists a considerable number of students (40.5%) that completes the internship in at least two different institutions. Again, one can only theoretically consider reasons for this decision. First, it could be the case that the students have an intrinsic motivation to have insights into more than just one practical field. According to the theoretical positions introduced in Chap. 2, this would certainly be the most preferable situation because the students would *want* to reflect on their own teacher personality in the light of many different practical contexts. Second, it is possible that the splitting of institutions is merely a result of the students' study program organization. Although the idea of the JM is that all students complete their introductory internship *before* the beginning of their studies, many students are not able to meet this deadline. Consequently, only the semester breaks remain to serve the internship, which usually do not offer enough time (besides exams and term papers) to complete the practicum in one block. In this case, insights into additional perspectives are not assumed to be intended by students but are rather a byproduct of temporal constraints.

Looking more closely at the group of students who did their practicum in three or even four different institutions, it was noticeable that – as a logical consequence of the splitting – some parts of the internship ended up in being very short. To mention one example, there was a

student with four different institutions who did 30h at a kindergarten, 25h at a primary school, 30h at a secondary school, and 246h at a tutoring agency. From one perspective, one could argue that it is positive that this student gained insights into many different institutions and practical fields (in this case with a focus on 'education' and 'teaching'). From another perspective, one must also question critically, whether the student could really gather essential experiences in the practical field or if the experiences remained on a superficial level.

To sum up, one can conclude that both ends of the scale, that is, selecting only one or multiple practical fields, can be discussed controversially. The former option (i.e. choosing only one institution) allows for extensive insights into the respective practical field. Moreover, it fits best the intended aim of the internship, which is to establish and keep *long-lasting* contacts to children or adolescents. This aim can certainly not be reached equally well when choosing four or more institutions since the children that are supposed to be educated as well as the institutional contexts will change more frequently. On the other hand, those students (ideally) get to know a greater variety of different practical fields in the light of which they can test their aptitude for pedagogical work. As will be shown in the next section (5.2), this latter argument is also supported in the reflection of many students. Therefore, it seems reasonable to assume that students would do best if they split their internships over two or three institutions, even though this assumption is to be backed up by further research.

Guiding question 3: Do students do their internship with the aim to become a teacher or do they have previously gained experiences approved by the practicum's office?

As the students have not specifically been asked about this topic, one needs to find other criteria which facilitate the division between both groups. One approach could be to assume that students who did their internship abroad have not primarily focused the teaching profession when they started their internship. In an empirical study focusing on German and Austrian high-school graduates, Geserick (2012) could analyse different pull factors that motivate their decision to go to the USA as an au pair. According to her findings, „[a]ttractive to the au pairs are the English language, the foreign culture, and the prospect to personally benefit from cultural learning“ (2012, p. 61). Motives that are related to a specific profession are not mentioned in the study apart from the fact that students generally hope to gather qualifications which are relevant for their (still unspecific) career. Consequently, one can assume that the students who went abroad (8.33%) did not particularly have the teaching profession in mind at the beginning of their internship.

Another, much larger share of students that is assumed not to have done the internship specifically for the teacher training program are those who worked in the field that is called 'free time activities.' Only by applying simple mathematics, it is possible to see that students who, for instance, gathered 320 hours of experience in a sports club, being a trainer for a group of children once a week, could only have gathered the complete number of hours within a time span of one or two years – and not within a few months between high school graduation and the beginning of the studies. This, of course, can be generalized to other, similar occupations such as working in the fire brigade, in a youth center or a religious community, in all of which people usually meet only once or twice a week for a few hours. Since specific career aspirations are usually not formed by pupils until shortly before their high school graduation (Kracke, 2006, p. 537), it is very likely that many of the internships in the field of free time activities (36.22% in the present study) were not primarily chosen with regard to the studies in teacher training, but rather because these students were intrinsically motivated to commit themselves in domains of their personal interest.

In contrast to these examples, there also exist practical fields (especially those which focus on 'education' (22.12%) and 'teaching' (25.96%); see above), which seem to represent the more prototypical image of an internship that is temporally limited and embedded into a certain institutional frame. For example, one can assume that a person who did an eight-weeks practicum in a school and then applied for teacher studies has decided purposefully for this internship in the light of his/her career aspirations.

Although there certainly exist exceptions in each of the fields, it seems reasonable to assume that – on the basis of the present data – about 50% of the students in this study seem to have done an internship being aware of the fact that they want to become teachers, while the other half of the students rather had their previous, not professionally oriented experiences approved by the practicum's office. But why is this division thought to be relevant?

It is important to recognize that both groups will probably need to reflect their experiences from different directions. For the first group, which can look back on long-term experiences in the work with children, the relevant question seems to be: Do the pedagogical pre-experiences (cf. Sect. 2.2.3), which have been available previously, fit the decision to become a teacher? Is it, for instance, enough to be interested in sports and having experiences in the work with children in order to become a teacher, and if not: What other aspects have to be considered? The second group (i.e. those who did not possess previous experiences), in contrast, has already decided for the teaching profession (possibly because of their interest in a certain subject)

and wants to find out whether their decision to become a teacher fits the pedagogical experiences which they have gathered in the introductory internship (Figure 18).

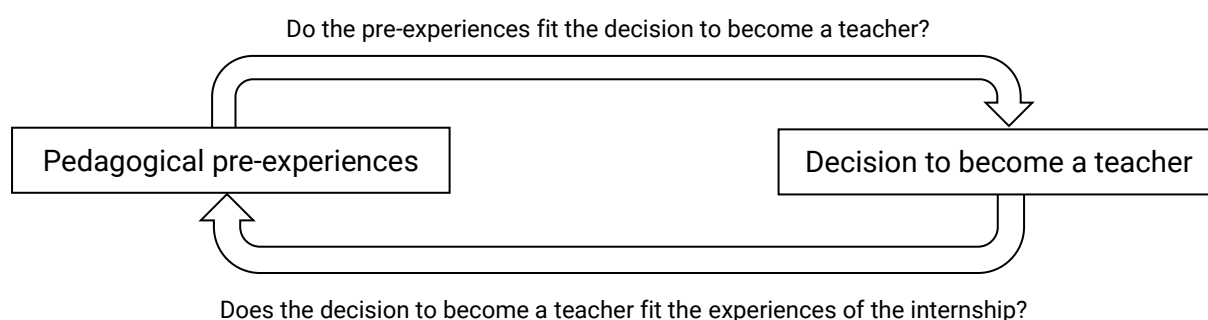


Figure 18. Different directions for reflection on introductory internship experiences.

Note that these ‘directions’ are not supposed to be understood as strictly separable categories since the matching process between one’s pre-experiences and career decisions is certainly recursive and dependent on many other variables. The point that should be made here is that the students of the two different groups certainly differ in their attitude towards the internship – a fact that has to be taken into account when these experiences are reflected by the students or investigated by researchers. Further research has to analyze if these groups can be separated empirically.

5.1.6 Summary

The main function of this section was to establish an overview of distributions and proportions of students in the introductory internship, the subjects they choose, and the (number of) pedagogical fields they select. The relevance of this investigation is grounded on the basic assumption that only if more is known about the addressees of the internship, the internship itself and possible means of reflection can be developed further.

This general view was extended by three specific guiding questions which tried to shed light on the interdependencies between the different variables. Topics that have been addressed were the connection between subject and practical field, the splitting behavior of the students, and the relation between the decision for the profession and pre-experiences. The guiding questions were not meant to simply confirm or reject recurring assumptions about the introductory internship, but rather to raise awareness for several subtle issues which seem to be worth considering for both the future research in this field and for the subsequent qualitative analysis.

5.2 Qualitative data analysis

Building on results of the previous section, the present thesis now shifts its focus from a global perspective on the entire sample to a more detailed analysis of a subset of the reports. At the same time, another research question is considered in more depth: So far, the practical fields have only been regarded from an external perspective, that is, the students were assumed to gather certain experiences according to the 'usual focus' of the respective institution. For instance, it was suggested that a student who did his internship in a school will predominantly gather experiences in the domain of teaching. However, such thoughts are based on already existing categories that might not be suited to describe the learning opportunities and competences in the respective fields accurately. Hence, the following section is devoted to providing a first *description* of the actual activities and experiences that students depict in their report.

Before the procedure of analysis is explained in more detail, it is necessary to clarify what is actually meant by the term 'learning opportunity' or 'opportunity to learn (OTL)' in this thesis. Usually, the term is used to describe formal or informal settings in which students can acquire certain competences depending on their individual aptitude and the quality of the learning opportunity (Kunina-Habenicht et al., 2013). Internships are usually regarded as an OTL because students can develop certain competences within them. If one now describes learning opportunities inside an internship, a lower-order level of learning opportunities is addressed. Analyzing the reports, it was, therefore, sometimes difficult to differentiate learning opportunities from competences. For example, if a student described a situation in which s/he had to settle disputes, one could conceptualize this as an opportunity to learn something about how to deal with conflicts or as a competence in its own right. In order to not overcomplicate the matter, the present thesis still adheres to the term 'learning opportunities' in these cases keeping in mind that the overlap between tasks, competences, and learning opportunities becomes greater once smaller units of analysis are concerned.

In what follows, it is explained, at first, according to which criteria the reports in this section were chosen (5.2.1). Second, the method is explained briefly (5.2.2), before the results of the analysis are presented (5.2.3) and discussed (5.2.4) in the light of theoretical considerations that have been introduced in previous chapters (especially Chap. 2).

5.2.1 *Sample*

As has been mentioned in the previous section, the total number of internship reports yields $N=200$. Due to research-pragmatic reasons, it is, however, not possible to investigate all of these reports in more detail. Therefore, it was decided to create a representative subset ($n=20$), building on the results of the previous section (5.1). The guiding principle of the sampling procedure was to take as many of the above-mentioned variables as possible into account so that as many facets as possible are represented in the sample.

To begin with, it was paid attention to the fact that all of the five 'practical fields' (see Figure 16 above) were included to an equal extent in the sample (i.e. four reports of each of the five fields). This criterion was assigned the highest priority since it guarantees the inclusion of different institutional contexts. Moreover, it is assumed that these contexts influence the way students perceive their experiences and thus bring to the fore different lines of argumentation which can possibly be reconstructed in the qualitative data analysis. Note that reports were only thought to be representative of a certain practical field if the respective student did at least one third of the internship (i.e. 120 hours) in this institution. This limitation was needed since the students usually focus on describing those institutions in more detail in which they worked for the longest time, while they tend to neglect minor internships.

A second criterion were the subjects of the students. As was shown in the last chapter, it would be interesting to see whether students with equal subjects reveal similar lines of argumentation despite the different practical fields they chose. Therefore, it was tried to include reports of all four subject groups within each of the practical fields (i.e. one report of each subject group in each field).

The third and last indicator that was considered was the number of selected institutions. This criterion was found important because one might be able to discern varying foci and meta reflections in the reports, depending on whether or not the students did their internship in only one or in multiple institutions.

Taking these three criteria into account, the reports were selected in the following way. At first, the data was filtered for one of the practical fields. Second, one report of each subject group was randomly selected, only paying attention to the fact that there is, third, a balanced number of reports in which students chose only one institution and those reports in which they chose more than one institution for their internship. The entire sampling procedure is visualized in Figure 19. Note that the second level of selection (from the subjects downwards) is only represented exemplarily due to constraints in space.

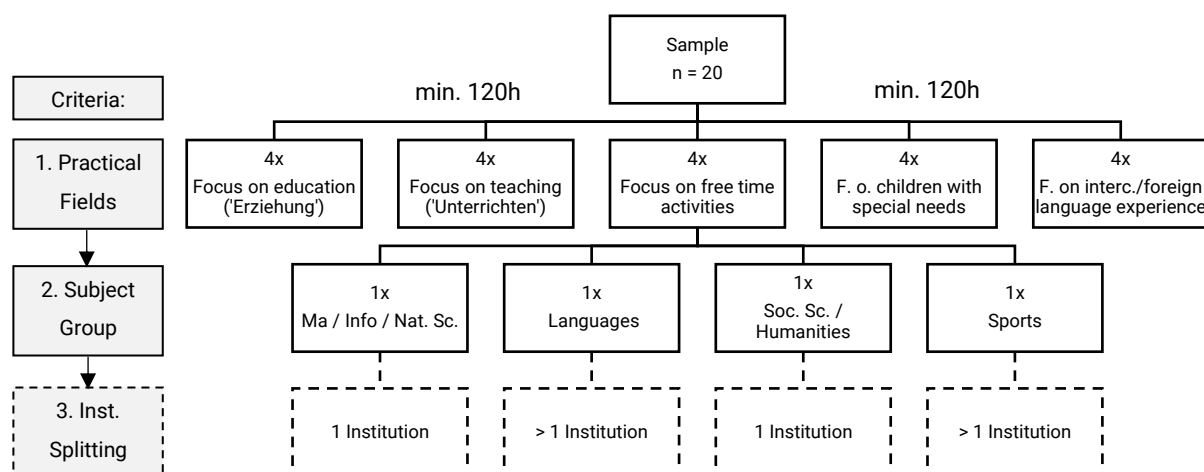


Figure 19. Sampling procedure.

Having applied this procedure, the final subset included ...

- ... 11 female and 9 male students,
- one report of each subject group in each of the five practical fields (only for the focus on special needs, two reports were chosen from the language group because there was no student in social sciences/humanities who did a practicum in this field),
- ... 12 of the 18 subjects that were included in the study (not included were most of the infrequent subjects such as informatics, Latin or physics), and
- ... students who did their internship, on average, in $M=1.75$ institutions (vs. $M=1.56$ in the large sample).

For the research object of this section, which was to describe possible learning opportunities in the introductory internship on a general level, this result is satisfying. However, with regard to the exact interdependencies that exist between learning opportunities and certain subject groups, this study is clearly limited because the dataset is too small to analyze such properties. If, at all, one might deduce first tendencies.

Finally, one should note again that students' reports are a type of exam and, therefore, biased in the ways that were described in Sect. 5.1.2 – a limitation that needs to be considered when interpreting the results of the analysis.

5.2.2 Method

In previous sections, the present thesis mostly used *deductive* categories that have either been adapted from other studies (Sect. 3.1) or that were found important with regard to the respective research question and the data at hand (Sect. 5.1). So far, only the typology of practical

fields has been developed *inductively* based on the meta data of the reports. For the following analysis, the latter procedure was applied once more. The reason for this decision is that it was not the aim of the investigation to match the students' experiences with rough, pre-assembled categories, but to keep the coding process as open as possible so that all relevant experiences could have been captured appropriately.

However, working with inductively built categories bears the risk of creating an unsystematic and unclear category system with many overlapping categories, particularly when dealing with unstructured data such as the internship reports. Therefore, Kuckartz (2016, pp. 83–86) recommends sticking to a “guideline” for the development of inductive categories, which consists of six steps that are named and explained in what follows:

1. Defining the aims of the category building procedure regarding the specific research question.
2. Defining the type of category and the level of abstraction.
3. Familiarizing oneself with the data and defining coding units.
4. Working on the text sequentially and building categories directly from the text. Matching existing categories and creating further categories.
5. Organization of the category system.
6. Finishing the category system. Recoding of the data (transl. mine).

The aim of the category building in this study was – as mentioned above – to systematically capture and describe learning opportunities in the introductory internship at the FSU, without being constrained by previously generated, inapplicable categories (Step 1). The categories were supposed to be geared to the experiences and tasks that students highlight in their reports. Respectively, it was tried to keep the level of abstraction as low as possible (Step 2). A familiarization, as suggested in Step 3, has already happened in the context of the prior analyses (cf. Chap. 4). During this process, it became apparent that suitable coding units would be phrases or sentences that refer to a certain learning opportunity. Since the reports are written dense and compact, coding units might also consist of just a couple of words, but also in these cases, contexts are provided for a better understanding.

Step 4 was, then, concerned with the actual coding itself. The internships were read sequentially, and the individual passages were assigned to the (newly created) categories. Since the sample had been reduced to 20 reports and since these reports only have a length of one page, all reports (and not just a certain percentage) were included in the first cycle of category building. As the analysis was performed with MaxQDA 12, it was unproblematic to revise and reorganize the category system afterward (Step 5). In this step, it was advisable to

combine similar categories and, if necessary, to subsume them under more general main categories. In general, hierarchical category systems proved successful since they offer the possibility to also refer to higher order categories in the analysis. (Kuckartz, 2016, p. 85)

In the first coding cycle, 187 codings were assigned to 49 inductively gained categories at different levels of abstraction reaching from BEING MOTIVATING as a lower-level category to SUPPORT LEARNING PROCESSES as a higher-level category. In order to reduce the categories to a more manageable number, all categories were rechecked to find out if it is possible to merge them with or subsume them under different categories, as suggested by Kuckartz above. This process was performed carefully as it is the intention of this chapter to show a broad diversity of learning opportunities and not highly abstracted categories.

After this had been done, all the remaining categories were listed and described in a coding manual ('Kategorienleitfaden') as a second step of the category revision. Not only was this step important to raise the transparency of the present thesis but also to increase its reliability (especially because no second coder was available). Following Kuckartz (2016, pp. 39–40), each category was listed in the manual with a description, instructions when to apply or not to apply the category, and a typical example from the data. For the purpose of illustration, one of these entries is shown in Figure 20. The complete coding manual is depicted in Appendix C of this thesis.

B-3	Category name	Solving conflicts
	Description	Passages that describe situations in which students needed to solve various kinds of conflicts (e.g. disputes, home sickness, etc.)
	Application	<ul style="list-style-type: none"> when students write about a problematic situation, a conflict, a dispute, home sickness or other incidents that required their supportive intervention to solve the issue typical words/phrases: <i>Probleme, Konflikte, Streit, Herausforderungen</i>
	Typical example	INT_LANG_2 Ich lernte, neue Wege beim Lösen von Problemen (wie Streitigkeiten, Desinteresse oder Widerstreben) zu finden und auch größere Gruppen von Kindern gleichzeitig zu beschäftigen.

Figure 20. SOLVING CONFLICTS as one example entry of the coding manual.

A last step of the revision was to reconsider which of the categories are relevant to contribute to the research question of this thesis. Even though some categories were certainly interesting (e.g. the use of coping strategies), they neither provided additional insights into the description of learning opportunities nor did they concern the internship as an instrument for self-reflection.

After all the above-mentioned revision processes had been applied, the number of categories could have been reduced from 49 to 23 which appears to be a manageable number with regard to the scope of this thesis.

5.2.3 Results and discussion

Applying all 23 categories to the 20 selected reports, 206 codings (i.e. units of usually one sentence referring to a learning opportunity or meta reflection) could have been assigned. In addition, categories that deal with a similar topic were grouped together to facilitate the presentation and interpretation of the results. The different groups (A to J) are depicted in Figure 21.

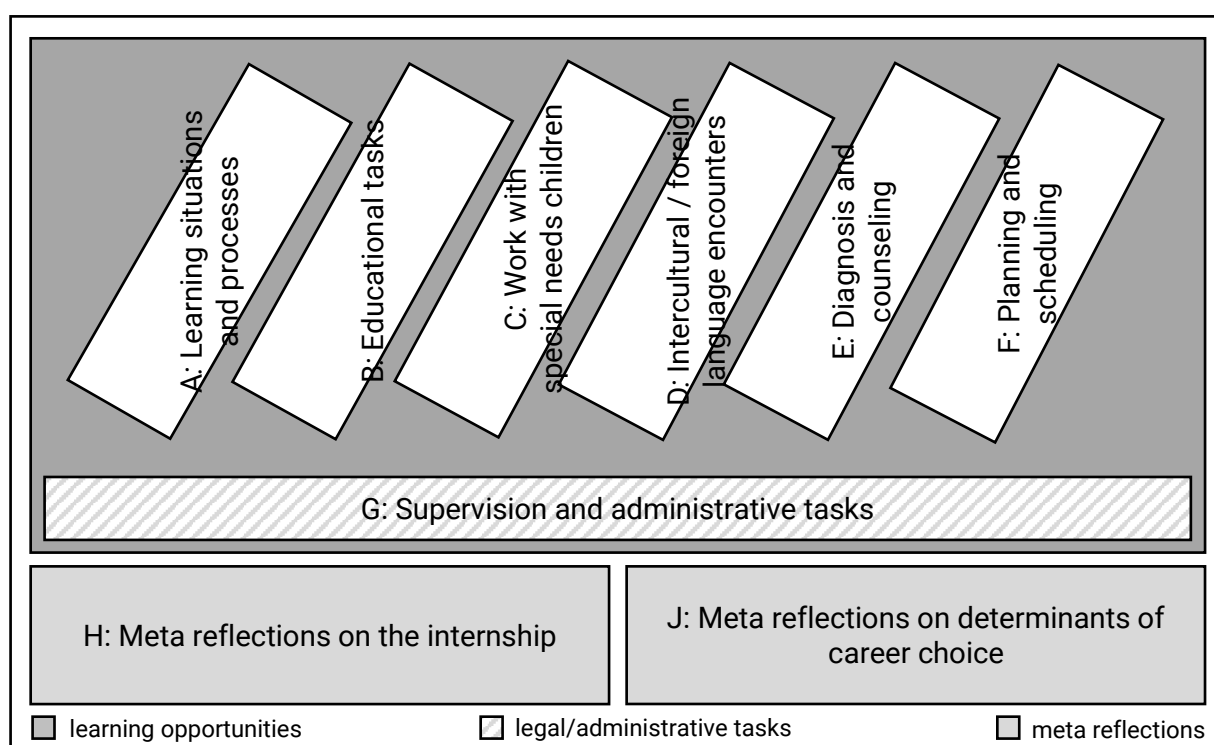


Figure 21. Groups resulting from sorting categories.

What can be seen at first glance, is that six groups of learning opportunities could have been identified. Among them, there are experiences that deal with children's learning situations and processes (Group A), educational tasks (Group B), work with special needs children (Group C), intercultural and foreign language encounters (Group D), as well as situations in which diagnosis and counseling (Group E) or planning and scheduling played a big role (Group F).

Four of these six groups (A, B, C, and D) seem to bear close resemblances to the previously identified 'practical fields'. On the one hand, this is not surprising as the sampling procedure

(Sect. 5.2.1) was supposed to trigger these categories. On the other hand, it is important to note that neither of these categories is restricted to one of the practical fields in the sense of a one-to-one relation. The categories in Group A ('Learning situations and processes'), for instance, do not necessarily have to refer to learning processes in the school context but can also be applied to learning processes that have been experienced in the kindergarten (e.g. learning how to use a pair of scissors), in free time activities (e.g. learning to extinct a fire in the fire brigade) or elsewhere.

Moreover, it is interesting to see that there are two additional groups which are not as obviously related to one of the practical fields (i.e. 'E: Diagnosis and counseling' and 'F: Planning and scheduling'). Of course, these groups do not deal with unexpected tasks in pedagogical contexts. However, it is unclear if they had come into focus if one had just derived categories with a top-down-approach from the practical fields. Therefore, the inductive coding strengthened some aspects that were triggered by the sampling, but also brought new facets to the fore.

The remaining Group (G) in the field of learning opportunities deals with experiences in supervising children and performing administrative tasks. On the one hand, it is certainly important to experience that pedagogical tasks are always connected to a great number of legal and administrative aspects, especially when the security of the children is concerned. On the other hand, some of the reports gave reason to assume that students clearly distinguish between legal and administrative 'necessities' and 'real pedagogical tasks'. Therefore, it was decided to still regard this group as a learning opportunity, but not to locate it on the same level as the other groups.

Finally, there are two groups (H and J), whose categories contain those passages of the reports in which students reflect on a meta level, either about the practicum itself (Group H) or about the determinants that influenced the career choice (Group J), as they were described in the FIT-Choice-model (cf. Sect. 2.2.2). Both groups are not directly connected to the descriptions of learning opportunities but can shed more light on some of the questions that were discussed in previous chapters. Moreover, they will help to refine the considerations about possible recommendations for a targeted reflection of the internship in Chapter 6.

Summing this up, there are two major domains which are considered in the remainder of this section. In a first step, the categories that deal with the *learning opportunities* in the introductory internship are introduced and described. After this is done, these learning opportunities are discussed regarding their relevance for the subsequent teacher training and the professional development of the students (Sect. 5.2.3.1). In a second step, the same procedure is

applied to the groups that focus on the *meta reflection* of both the internship and the career choice determinants (5.3.2.2). Finally, the most important findings of the chapter are summarized in Sect. 5.4. Note that the translations for the passages from the reports are either given in a footnote or they are paraphrased in the main body of the text. The complete reports of this sample are presented in Appendix D.

5.2.3.1 *Learning opportunities*

Presentation of the results

Group A: Initiation and support of learning processes

Among the groups that describe learning opportunities, the present group is the largest one. It comprises five categories that deal with teaching and learning in a broader sense, reaching from PLAYFUL AND DISCOVERING LEARNING, over simple PRACTICING activities and more knowledge-oriented EXPLANATIONS, up to TEACHING IN THE NARROWER SENSE. In addition, it includes activities that are supposed to increase the children's MOTIVATION. In what follows, the categories are presented and distinguished from one another.

The first category, PLAYFUL AND DISCOVERING LEARNING (n=8), refers to activities in which the interns were playing board- or outdoor games with the children or in which they went on small excursions to discover their environment (e.g. going to a forest). Such activities were often reported by students who worked with younger children, that is, by students who did their internship in a kindergarten or as an au pair. A typical example is given in (1):

- (1) In den freien Phasen spielten wir Lernspiele, bei denen die Kinder Farben und Formen erkennen und Paare finden mussten, sowie lernten, Gegenstände zuzuordnen. Außerdem las ich zusammen mit den Kindern Bücher. Hierbei lernten sie, die Bilder in den Büchern zu beschreiben.¹³ [EDU_HUM_9]

The main characteristics of this category is that the students usually do not pursue any precise aim with the activities. Possible learning effects, such as the competence to describe pictures in the example above, are rather seen as a byproduct of the activity and not as an intended outcome.

This feature changes in the next category, which considers those activities in which students PRACTICE (n=12) something with the children. Here, students describe how they exercise

¹³ 'During the free time, we were playing educational games, in which the children had to recognize colors and forms and find pairs. In addition, they learned to match objects this way. Moreover, I read books with the children. This way, they learned how to describe the pictures in the books.'

certain skills to increase the children's proficiency in this particular ability. In (2), a situation is described in which a student practiced writing letters with pre-school children:

- (2) Außerdem habe ich mit den Vorschulkindern das Schreiben von Buchstaben geübt, indem ich die Buchstaben vorschrieb und die Kinder so die Möglichkeiten hatten, diese nachzuschreiben. Weiterführend haben wir dann das Schreiben der Namen der Kinder geübt. [EDU_HUM_5]

As opposed to playing games, these activities are more structured and require guidance from students. In this case, the student needed to prescribe the letters so that the children were able to copy them.

The next category, EXPLAINING (n=13), even goes one step further. As opposed to PRACTICING, the focus is shifted from the training of certain skills to processes that focus on making more complex phenomena understandable to the children. Mostly, this is connected to the conveyance of knowledge as in (3).

- (3) Weiterhin lehrte ich Fachwissen für anstehende Wettkämpfe, dafür war es wichtig den Kindern die geforderten Kenntnisse und Fertigkeiten zu vermitteln.¹⁴ [FREE_NAT_1]

This example also represents frequent assumptions about the nature of teaching. In many reports, students conceptualize teaching as a process by which teachers possess knowledge which needs to be 'transmitted' to the pupils. Only some students consider themselves as a person who accompanies and initiates learning processes so that the students can construct the knowledge on their own (4):

- (4) Ab und zu habe ich im Kinderladen bei der Vorschularbeit der älteren Kinder geholfen. Ich habe mit ihnen Arbeitsblätter bearbeitet und Aufgaben erklärt, sodass sie selber zur Erkenntnis und zum Ergebnis der Aufgaben kamen.¹⁵ [EDU_HUM_6]

These two examples illustrate how introductory internship experiences can function as a door opener in campus courses. In this case, they could be used to enter a debate about what is 'good teaching', which is a central and frequently discussed question throughout the teacher training and beyond.

Whereas the prior categories were not restricted to specific institutional contexts, the category TEACHING SENSU STRICTO tries to capture those passages of the report in which students talk about genuine teaching experiences within school. The defining feature of this category is that

¹⁴ 'Moreover, I taught them subject related knowledge for upcoming competitions. To this end, it was necessary to convey the required knowledge and skills.'

¹⁵ 'Every now and then, I helped preschool children in the children's store. I was assisting them in completing the work sheets and explained the tasks to them so that they came to realize the topic and were able to solve the tasks all by themselves.'

otherwise separately executed tasks (explaining or practicing) occur in a complex interplay. However, this kind of activity cannot be considered typical for the introductory internship as it could be coded only four times. Moreover, the number of lessons the students give is limited, as in the following example (5):

- (5) Bei meinem dreiwöchigen Praktikum in der Grundschule habe ich einen Eindruck davon bekommen, wie es ist Kinder zu unterrichten. In einer zweiten Klasse durfte ich selbstständig zwei Unterrichtsstunden halten, was mir sehr viel Spaß gemacht hat.¹⁶ [TEACH_LANG_3]

Once more, it is possible to see in this example that students use their introductory internship to begin discovering the demands of the teaching profession, in which teaching plays a central role. On the one hand, this can be considered positive as students will get an impression of how much effort it takes to come up with a lesson plan and whether they feel comfortable in the position of the teacher or not. On the other hand, some of the reports suggest that students tend to generalize these 'first steps' quite incautiously. Instead of focusing on aspects that they could develop further, they start to feel like 'ready teachers', ignoring the fact that the profession also includes many other aspects apart from teaching.

Summing up the descriptions of the categories in the present group, one can see that it is possible to arrange them on a continuum: Whereas PLAYING GAMES AND DISCOVERING LEARNING can be characterized as an unrestricted and self-determined process on the part of the children, TEACHING SENSU STRICTO, as it is described by the students, is highly constrained in terms of both the aims of the lesson and the institutional context. PRACTICING and EXPLAINING lie somewhere in between, the former focusing on raising the proficiency of certain skills, the latter on making complex phenomena understandable by providing knowledge.

The remaining category, BEING MOTIVATING (n=9), relates to all four categories presented above. Apparently, this category often appears in cases in which students encounter difficulties in trying to engage children in the activities they have planned. Example (6) is a lively and comprehensible account of a student who gave tutoring lessons and was not pleased with the children's motivation:

¹⁶ 'In my three-weeks internship in a primary school, I was able to get a first impression of how it feels to teach children. In a second grade, I was allowed to teach two lessons on my own, which I enjoyed pretty much.'

- (6) Natürlich gab es Kinder, welche absolut keine Lust auf Nachhilfe hatten und mehr oder weniger von ihren Eltern hingeschleift wurden, hierbei fand ich es anstrengend die Motivation in den Kindern wachzukitzeln und sie auch geistig anwesend zu halten.¹⁷ [FREE_HUM_2]

That motivation does not only play a role in situations that would be assigned to the categories TEACHING SENSU STRICTO or EXPLAINING, can be shown with an example from the soccer training:

- (7) Die Trainingseinheit bestand aus einer kurzen Erwärmung, einem Hauptteil, bei dem die Gruppe meist geteilt wurde, um ein gezielteres Training zu ermöglichen und einem abschließenden Spiel, damit der Spaßfaktor nicht zu kurz kommt. [FREE_SP_1]

In this passage, the student explains that an essential part of each training session is to have one match at the end to guarantee a 'fun factor'. In other words, the student keeps the motivation level of the children on a high level by promising a funny, relieving element that follows the technical and exhausting part of the training. Therefore, the difference between the examples (6) and (7) is that the student in the former situation still lacks a strategy to deal with the insufficient motivation of the pupils in his tutoring sessions, whereas the student in (7) found a way to prevent the motivation from decreasing in the first place. In both cases, however, it is necessary to keep the children motivated in order to engage them in learning processes, be it on the level of TEACHING or on the level of PLAYFUL LEARNING.

Group B: Educational tasks

In the discussion about the introductory internship, there seem to exist two different notions of what is meant by *educational tasks* ('erzieherische Aufgaben/Tätigkeiten'). On the one hand, the term appears to subsume all kinds of activities which are prototypically executed by people who work in institutions whose focus is on education, e.g. in kindergartens or pre-schools (see also the practical field with a 'focus on education' in Sect. 5.1). According to this broad understanding, educational tasks could be, for instance, playing games with the children, assisting them when they have their meals, paint a picture with them, etc.

On the other hand, people also refer to educational tasks in a narrower sense. In this view, education is regarded as a psychological concept that aims at the promotion of human beings' psychological development and at the conveyance of knowledge, rules and values which are shared in a certain society. Moreover, it stands in contrast with the concept of *socialization*

¹⁷ 'Of course, there were children who did not fancy tutoring at all and who had more or less been dragged to the sessions by their parents. In those cases, I found it exhausting to trigger their motivation and to keep them cognitively engaged.'

which is, unlike education, not grounded on a pedagogical intention (Wild & Walper, 2015, p. 237). As the notion of education in the narrower sense shows less overlap to other categories in this thesis and is more closely related to the KMK (2004) standards for teacher education, only categories that are compatible with this notion were included in the present group. The three categories that fit the definition are: CONVEYING NORMS AND VALUES, ENFORCING RULES, and SOLVING CONFLICTS.

The first category, CONVEYING NORMS AND VALUES, has been established since one student in the sample, who did an internship at the local fire brigade, strongly emphasized this point in his report. In the passage that is shown in (8), he mentions that he had tried to convince the children of the fact that they would fulfill essential tasks for society if they worked in the fire brigade. Moreover, he stressed the importance of becoming a part of the village community:

- (8) Der Gedanke hinter der Jugendfeuerwehr ist es, die Kinder von der enormen Sinnhaftigkeit der Feuerwehr zu überzeugen, sodass sie nach Abschluss des 18. Lebensjahres Teil der Einsatzgruppe werden und somit essentielle Aufgaben in der Gesellschaft übernehmen. Ich versuchte den Kindern näher zu bringen, sich frühzeitig in der Kommune zu engagieren und sich als Teil der Dorfgemeinschaft zu erfahren. [FREE_NAT_1]

However, since this was the only account in the sample, one must refrain from considering this process a typical task within the introductory internship; especially since there is still a controversial debate ongoing if or to what extent educational institutions can and should convey particular values after all (Heymann, 2017; Lind, 2017).

A less controversial category deals with the ENFORCEMENT OF RULES. In this category, two passages could have been coded in the present sample. Especially in cases in which many children were living together in one place for a longer period (e.g. a holiday camp), rules appeared to have a very important status for the students and teachers (9):

- (9) Insgesamt nahmen pro Woche 40- bis 50 Kinder teil [im Fußballcamp, F.H.], was von allen Betreuern die Umsetzung bestimmter Verhaltensregeln von den Kindern abverlangte.¹⁸ [SN_NAT_2]

As with many other categories, it is not specified how these rules actually look like. Anyways, one can deduce from (9) that they are necessary to create a common ground among children and to guarantee a peaceful and trouble-free coexistence. As opposed to the next category (i.e. SOLVING CONFLICTS), the enforcement of rules is not necessarily connected with conflicts but can also remain on a more general level. For example, one often encounters rules in holiday

¹⁸ 'In total, 40 to 50 children participated in the soccer camp each week, which required the enforcement of certain behavioral rules from all supervisors.'

camps which merely regulate who is responsible for cleaning the dishes, disposing the garbage, cleaning the rooms, and similar tasks.

Therefore, the category SOLVING CONFLICTS is restricted only to those cases that deal with actual disputes or problems among the children. Surprisingly, this category attracted by far the most codings (n=12) in the group of educational tasks, which might be an indication that students either had to face conflicts very often or that they found them particularly challenging (and, therefore, memorable). The following passage can be regarded as a typical example:

- (10) So gab zum Beispiel des Öfteren auch Streitigkeiten zwischen Kindern die die volle Aufmerksamkeit meiner Selbst erforderten. In solchen Situationen fiel es mir anfangs schwer adäquat zu reagieren.¹⁹ [TEACH_HUM_1]

Whereas the student in this example still seems to be insecure about dealing with such situations, other students present themselves as more self-confident. In example (11), the student reported that she learned different ways to sort out problems of various kinds (e.g. disputes, disinterest, reluctance), also when dealing with several children at the same time:

- (11) Ich lernte, neue Wege beim Lösen von Problemen (wie Streitigkeiten, Desinteresse oder Widerstreben) zu finden und auch größere Gruppen von Kindern gleichzeitig zu beschäftigen. [INT_LANG_2]

These interindividual differences are a clear signal that merely encountering a certain task in the introductory internship does not necessarily imply that the students always perceive themselves as competent in managing these situations properly. Consequently, it might be a good idea to offer students possibilities for self-assessment after their internship and to make them more aware of the aspects that they still can and should improve during their studies (Ch. 6).

To sum up, it became apparent that educational tasks are not as frequently mentioned as other tasks in introductory internship reports. Apart from settling disputes and solving conflicts between children, other genuinely educational tasks (e.g. conveying norms and values) have only rarely been encountered. This, however, is not surprising since a very narrow definition of education was chosen in order to be able to meaningfully delineate this group from others.

¹⁹ 'Consequently, there had often been disputes between children which required the complete attention of my person. In the beginning, I found it difficult to react properly in these situations.'

Group C: Experiences with special needs children

The present group contains only one category that considers EXPERIENCES WITH SPECIAL NEEDS CHILDREN. Note once more that the term ‘special needs’ is understood in a broad way in this thesis, which does not only comprise physical or mental disabilities in the narrower sense, but also learning disorders or unfavorable physical prerequisites (e.g. overweight). The category was coded thirteen times; mostly but not always in the reports of those students who worked in the corresponding practical field.

Many of the students who worked in this domain had never dealt with children with special needs before. Therefore, it is not surprising that they felt “as if they had been plunged in at the deep end”, as in the following excerpt (12):

- (12) Am Anfang fühlte ich mich wie ins kalte Wasser geworfen, als ich für 6 Wochen einem 14-Jährigen Schwerbehinderten zugeteilt wurde, der weder gehen noch sprechen konnte und auf dem geistigen Entwicklungsstand eines anderthalbjährigen war. [SN_SP_2]

However, all of the students in this sample came to the conclusion that the experience to work with these children was highly valuable and that they, at some point, were able to overcome their inhibitions. In example (13), this development is depicted vividly:

- (13) Ich hatte sowohl in der Schule, als auch im Kinderheim täglich mit schwer erziehbaren, behinderten, traumatisierten und gewaltbereiten Kindern und Jugendlichen zu tun. Vor meinem Praktikum war ich mir stets unsicher, ob ich einer solchen Aufgabe gewachsen sein. Beim Erstkontakt war ich tatsächlich etwas unbeholfen, aber ich konnte mich überraschend schnell an die neue Situation gewöhnen. Dass ich diese Herausforderung so gut meistern konnte, war für mich selbst eine große Bereicherung. [SN_LANG_B_3]

Especially in times, when inclusive teaching is becoming increasingly important, such experiences can be of great value for the students themselves and the scholars at university who want their students to acquire knowledge and competences in this domain. However, also in this case, an adequate reflection on the experience is needed to make students aware of the chances and challenges connected to inclusive settings, as well as to support those students who experienced these situations as problematic.

Group D: Intercultural and foreign language experiences

Another group resp. category that is connected to the children’s heterogeneity deals with INTERCULTURAL AND FOREIGN LANGUAGE EXPERIENCES. In this category, all passages were included in which students reflect on the demands that are involved in working in contexts characterized

by different languages, cultures, or educational systems than their own. As expected, such experiences are mostly reported by students who did their internship abroad. All in all, eight accounts could have been coded, of which (14) is a typical example:

- (14) Mein ganzer Aufgabenbereich war von der englischen Sprache geprägt. Wenn ich in den Klassen Geschichten vorlesen sollte, den Schülern bei einzelnen Aufgaben geholfen habe, Kontakt zu den Eltern aufbaute oder zwischen mir und meinem Kollegen. Diese Hürde, nicht die eigene Muttersprache beim Arbeiten zu nutzen, habe ich schnell überwunden. Die Schüler beachtetten es fast gar nicht, dass ich einen deutschen Akzent hatte, und die Lehrer gaben mir positive Rückmeldung zu der Entwicklung meines Englischs. [INT_SP_7]

The student refers to the English language as an “obstacle” that he was supposed to overcome in order to interact properly with the children, parents, and colleagues. After a short time, however, both he himself and the children got used to situation and he even received positive feedback. Other students did not merely focus on their personal development, but also reflected on institutional and cultural differences between Germany and the country in which they were staying:

- (15) Die Kinder lernten zu anderen Zeiten, als deutsche Kinder würde ich erfahrungsgemäß behaupten, der Tagesrhythmus ist nach hinten verschoben und deshalb haben sie später Schulschluss. Häufig haben wir bis 9 Uhr gelernt, weil es u.a. auch viel später Abendessen gab. [...] Aus meiner Erfahrung kann ich schließlich sagen, dass ich das deutsche Schulsystem aus einer völlig neuen Sichtweise kennengelernt habe. [INT_NAT_6-8]

As becomes apparent, this student does not only reflect on different aspects of culture (learning culture, food culture, etc.) but also considers how their interplay eventually leads to a different “daily rhythm” in those countries. Consequently, the student receives insights into the assets and drawbacks of other countries’ (school) routines, which enables her to take a different perspective on the German school system.

Summarizing these considerations, the analysis revealed that students considered their foreign language/inter cultural experience valuable in different ways. Some students put a stronger emphasis on the improvement of their own language skills (as in 14) whereas other students also reach a contrastive meta level that allows them to compare different cultural and systemic aspects in relation to school, teaching, and learning (as in 15).

Group E: Diagnosis and counseling

Another prominent topic in the internship reports was that students observed the behavior of children regarding different characteristics such as age, developmental stage, language skills, special needs, and others. To put it differently, one could say that they were confronted with the heterogeneity of children and also with the fact that professional educators and teachers must draw conclusions from these *diagnoses* that can, in turn, be used for further *counseling*. In this group, three categories are presented, of which two concern diagnosis and one counseling.

The first category in the field of diagnosis is concerned with OBSERVING CHARACTERISTICS OF DEVELOPMENTAL STAGES (e.g. the differences in behavior of young children as opposed to those who have already reached puberty). In almost half of the reports (n=8), these observations played a role. In one passage, which should function as an example for this category (16), the student even calls observing a “major task” in his internship:

- (16) Eine weitere Grundlage meiner Tätigkeit war das Beobachten der Kinder, wobei ich viele neue Verhaltensweisen im Handeln von Kindern erfahren konnte. Durch das Beobachten von z.B. dem Spielverhalten und der Kommunikation mit Anderen, konnte ich einige Verhaltensmerkmale und den Entwicklungsstand des Kindes erkennen. [EDU_SP_5]

Whereas the term *developmental stage* is used in this example to describe differently developed abilities of children at the same age, other students tried to match the children they observed with the characteristics of prototypical developmental stages (17, 18):

- (17) I. [Name anonymisiert, F.H.], 14 Jahre, könnte man als pubertär bezeichnen, der alleine lernen und seine Hausaufgaben selbstständig erledigen wollte. [INT_NAT_4]
- (18) Es war äußerst interessant für mich zu sehen, wie sich die Vorschulkinder mit den Aufgaben beschäftigt haben und sich selber als angehende Schulkinder mit neuen Themen beschäftigt haben. Aus meiner eigenen Beobachtung schlussfolgerte ich, dass die Vorschulkinder ihre Tätigkeiten aus-testen wollten mit dem Ziel diese zu erweitern, hierbei half ich ihnen mit Hilfe von verschiedenen Spielideen. [EDU_LANG_2]

In (17), a child in an au pair host family is concerned to show typical features of puberty (i.e. he wants to study alone and do his homework self-determinedly). Example (18), on the other hand, sketches a situation in which a student observed characteristics of pre-school children and concluded that they need support to explore the proficiency of their skills.

In contrast, the next category remains on a more abstract level and deals with DIAGNOSING LEARNERS' HETEROGENEITY in general. Passages were only included in this category if they (a) could not be coded in the previous category or if they (b) could not be included in the categories

that deal with SPECIAL NEEDS CHILDREN or INTERCULTURALITY (as described above). The reason why this rather abstract category was needed is that there have been many instances of diagnostic processes (n=13) which are either too specific to form an own category or which remain on a too general level to be subsumed under one of the other categories, as can be seen exemplarily in (19) and (20):

- (19) Neu und erschreckend für mich waren die schlechten koordinativen Voraussetzungen. Einfache Übungen (z.B. auf einem Bein springen) bereiteten schon große Probleme. [...] Die ehrenamtliche Tätigkeit hat mir gezeigt, wie individuell die sportliche Ausprägung der Kinder bereits in so jungen Jahren ist. [FREE_SP_1]
- (20) Schon nach kurzer Zeit stellt ich fest, dass verschiedene Methoden nötig waren, um sie zu motivieren, den Stoff zu vermitteln und mit Ihnen zu lernen, unter anderem weil sie 3 verschiedene Lerntypen waren. [INT_NAT_2]

In (19), the student finds it alarming that the children in his soccer training remain far behind his expectations concerning their coordinative skills since they are not even able “to perform simple exercises (e.g. jumping on one leg).” That children are very “individual” is also emphasized in excerpt (20). In this case, the student mentions that she observed differences concerning the learner types of the three children which she had supervised and supported in her au pair year. Both examples indicate that the category system needs to be differentiated further if one investigated a larger sample (e.g. one could establish the categories PHYSICAL and COGNITIVE PREREQUISITES based on the examples). However, for the purpose of this thesis, it did not seem practical to open individual categories for each of these subtle sub fields, especially since there would have only been one or two accounts of each case.

Finally, there have also been some students (n=4) who used their observations for the counseling of parents or children. Example (21) can be considered a typical example. During her internship, the student was asked to take care of the children who speak Kurdish as their first language. Together with the other nursery school teachers, she was able to deduce starting points for the counseling of those children’s parents.

- (21) Im Laufe der Zeit kamen weitere neue Kinder in die Kindertagesstätte dazu, welche ebenfalls kaum Deutsch sprachen. Hierbei konnte ich nicht nur mit einem Englisch helfen, sondern auch mit meiner eigenen Muttersprache, Kurdisch. Ich redete mit den Eltern und gab ihnen zusammen mit den Erziehern Ansatzpunkte, bei denen sie selber bei der Integration ihrer Kinder in der Kindertagesstätte behilflich sein konnten.

In other cases, students were addressed by their pupils as a confidential person and had to give advice concerning typical problems of adolescence. That students are quickly accepted and liked by the children, and are thus in a position to counsel them, is compatible to the

reports of students who finished their practical semester: The “new” and “young” teacher appears to be closer to their problems.

All in all, it became clear that DIAGNOSIS plays a considerable role in introductory internships. This is probably due to the fact that students often fulfill assisting tasks in their internship which leave them with time and space for making observations. Even though the data was not sufficient to build more differentiated categories (apart from the focus on developmental stages), there is reason to assume that a larger sample would back up this domain with more evidence. COUNSELING, on the other hand, is not as pronounced as diagnosis but can still be considered a possible learning opportunity, especially since children tend to trust in younger reference persons.

Group F: Planning and scheduling

Analyzing the reports, it turned out that students are, more often than expected (n=14), involved in activities that concern the PLANNING OF EVENTS OR SCHEDULES. More precisely, every second student in the sample was involved in these processes, even though the codings in this group can be located on different levels. They range from ad-hoc projects (22), over daily events (23) up to planning entire concepts in cooperation with their colleagues (24).

- (22) Häufig nahm ich mir aus der Gruppe einzelne motivierte Kinder heraus und startete mit ihnen kleine Projekte. Zusammen bastelten wir z.B. kleine Puppen oder, passend zum Herbst, schöne Drachen.²⁰ [EDU_HUM_10]
- (23) An einem anderen Tag hatte ich die Aufgabe, eine Schatzsuche mit Rätseln und Aufgaben für die Kinder zu planen und auszuführen. Hierbei konnte ich sehr kreativ sein, aber auch lernen, dass im Umgang mit Kindern nicht immer alles so funktioniert, wie man es sich vorgestellt hat und oft improvisieren muss.²¹ [EDU_NAT_3]
- (24) Vormittags leitete ich die Übungen und Spiele und entwickelte mit dem Betreuerteam Konzepte für die Nachmittagsbetreuung.²² [SN_NAT_2]

The interesting aspect about these examples is that they all show different facets of planning processes. The first student in example (22) had to be spontaneous and creative at the same

²⁰ ‘Sometimes, I picked several, motivated children from the group and started little projects with them. For instance, we made little puppets or small kites that fit the fall season.’

²¹ ‘On another day, I had the task to plan and carry out a treasure hunt with riddles and tasks for the children. While doing so, I could be very creative, but I could also that learn that working with children implies that not everything works as planned and as one imagined. Consequently, I had to improvise a couple of times.’

²² ‘In the morning, I oversaw the exercises and games and developed concepts for the afternoon care with the team.’

time in order to come up quickly with ideas to engage the children in different kinds of activities. Whereas this student could simply rely on the fact that the children would be motivated, the student in example (23) had to learn that kids do not always react as one assumes and that adaptivity is an important skill in connection to planning and executing schedules. The development of entire concepts, as it is described in (24), requires even more foresight since the concepts have to be planned, implemented, evaluated, and adapted over and over again with regard to the children's current needs.

Without going into more detail, it seems that students generally enjoy these innovating activities as they can work creatively and self-determined. Despite the fact that some of them considered these activities very demanding in the beginning (as in 23), they experienced them as highly rewarding after all.

Group G: Supervision and administrative tasks

In the first category of the last group, SUPERVISION (n=7), only those cases were coded in which students refer to the observation of children in a legal sense, which is expressed by words such as *Aufsicht*, *beaufsichtigen*, or similar. Passages were not assigned to this category if these terms were used as a synonym for diagnostic processes or if they were related to the support of learning processes (see resp. categories above). The following passage (25) is interesting in that it expresses the difference between these activities:

- (25) Zum Alltag gehörte neben der Beaufsichtigung der Gruppen vor allem auch das spielerische Lernen mit den Kindern und die Vorbereitung auf den Eintritt in die Grundschule. [TEACH_NAT_3]

By using the preposition *neben* ('apart from'), the student marks supervision as a minor activity as opposed to the support of learning processes that he assigns a "particular" relevance. That supervision is also different from diagnosis is expressed in the following quote:

- (26) Ich fungierte als Beobachter und helfende Hand im Unterricht, als Aufsichtsperson im Schulgebäude und auf dem Pausenhof. [TEACH_SP_3]

In this case, the difference between both concepts is mirrored in lexical choices. Whereas the noun *Beobachter* ('a person who observes something/someone') is used in the context of the lesson, the noun *Aufsichtsperson* ('a person who supervises someone') is chosen when the student refers to the breaks in between the lessons. Nevertheless, there also exist accounts in which students report supervising activities without relating them to other activities, which is why one should not consider them completely irrelevant (27):

- (27) Zum Abschluss der Woche besichtigten wir die Stadt Gera. Dabei konnte ich Erfahrungen in der Beaufsichtigung größerer Gruppen sammeln. [TEACH_NAT_2]

However, it still seems reasonable to assume that tasks related to supervision are not located on the same level as the previously described activities and certainly have a lesser influence on self-assessments procedures with regard to the career choice.

This assumption holds even more for the next category, which concerns ADMINISTRATIVE TASKS (n=4). This term does not only concern paper work, but also other activities that are clearly marked as non-pedagogical such as preparing meals for the children or cleaning. In the following example (28), one student describes such tasks in the context of her long-term internship in a kindergarten:

- (28) Hauswirtschaftliche Aufgaben:

Meine hauswirtschaftlichen Aufgaben bestanden darin, morgens für die Kinder Frühstück anzufertigen, sowie den Mittagstisch zu decken und danach wieder abzuräumen. Außerdem bereitete ich nachmittags einen Obstteller für die Kinder vor und putzte an einigen Tagen den Kinderladen. Gegen Ende meines BFDs entfielen die hauswirtschaftlichen Aufgaben durch Einstellung einer Haushalts-hilfe, sodass ich nur noch für pädagogische Arbeit zuständig war. [EDU_HUM_2-3]

Of particular interest for this section is the last sentence of this example. Here, the student highlights the fact that a housekeeper was employed after some time to take care of the administrative tasks, so that she could eventually focus on the pedagogical part of the internship. This seems to support the hypothesis that students distinguish these tasks quite clearly in terms of their relevance for their career choice and their professional development from the 'real pedagogical tasks.'

Discussion of the learning opportunities (Groups A to G)

At the beginning of this discussion, it is probably a good idea to recapitulate the principal aims of the previous analyses. On the one hand, it was a goal of this section to *describe* the actual learning opportunities in the introductory internship as one tool (among others) to self-assess one's general aptitude to work pedagogically with children between three and 18 years of age. It was tried to achieve this goal by using an inductive qualitative analysis in the last section. The second aim was to check which of these experiences can be regarded as relevant for the teaching training and the teaching profession.

As this question is a normative one, one needs to compare the previously described experiences to commonly accepted standards for teacher training. In Germany, such standards were

defined by the so-called ‘Kultusministerkonferenz’²³ (KMK) in 2004. The standards consist of four major ‘competence domains’ which, in turn, can be divided further into eleven competences. In Table 5, it was tried to match these competences with the experiences that were described in the students’ internship reports.²⁴ The aim of the comparison is to identify possible links between the introductory internship and the subsequent campus courses and the practical semester.

In the first column of the table, each competence is briefly introduced.²⁵ The next column contains a short evaluation whether the students find opportunities to learn something concerning these competences in their internship (on the scale: yes – in parts – no). This rating is briefly commented on in the third column.

Table 5. Comparison of KMK standards with introductory internship experiences (KMK, 2004, p. 7-13).

No.	Competence description	Covered? (yes/in parts/no)	Comment
Competence domain 1: Teaching (‘Unterrichten’)			
1	Teachers plan lessons and teach classes adequately in the light of the varying aptitude and developmental processes of their students. They pay attention to subject-specific correctness.	In parts	Although some students were teaching classes (TEACHING SENSU STRICTO), these lessons were not planned with regard to specific didactic models or with regard to the heterogeneity of the learners.
2	Teachers support the learning processes of their students by providing learning opportunities. They motivate their students and enable them to see relationships between topics and to use what they have learned.	Yes	Most of the categories in Group A (esp. PRACTICING, EXPLAINING, BEING MOTIVATING), directly relate to this competence. Therefore, one can assume that students can definitely gather first experiences in this domain.
3	Teachers promote those abilities of their students which concern self-determined studying and working.	No	Although some students pointed out that self-determined learning is important, the conveyance of learning strategies has not been mentioned explicitly in any report. This is probably due to the fact that the students lack

²³ Official English translation: ‘The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany’

²⁴ Note that each competence is defined by both theoretical and practical requirements. The comparison can, of course, only take the practical standards into account since the students did not acquire theoretical knowledge at the beginning of their studies. Moreover, it is important to know that these standards have been formulated as learning outcomes. Therefore, the comparison does and cannot claim that the students have already acquired the competences in some domains completely, but only that they have the possibility to gain experiences in this domain.

²⁵ All translations mine.

			the explicit knowledge of these strategies at their stage of the studies.
Competence domain 2: Educating ('Erziehen')			
4	Teachers know about the social and cultural living conditions of their students and influence their development at school.	In parts	Those students who did their internship in practical fields that had a focus on SPECIAL NEEDS / INTERCULTURAL COMPETENCES have definitely been confronted with this kind of diversity. This, however, must not have necessarily been the case.
5	Teachers convey values and norms and support their students in passing judgements self-determinedly and in acting autonomously.	In parts	There is one account of a student who tried to CONVEY NORMS (see above). However, this student was not yet focusing on promoting his pupils' judgement/reflection abilities.
6	Teachers find solutions to difficulties and conflicts in both school and lessons.	Yes	The categories ENFORCING RULES and SOLVING CONFLICTS precisely fit the intention of this category (even though not all students solved conflicts at school).
Competence domain 3: Assessing ('Beurteilen')			
7	Teachers diagnose the students' learning prerequisites and processes; they promote their students' abilities and counsel learners and parents.	Yes	As could be shown with the categories that concern the DIAGNOSIS OF DEVELOPMENTAL STAGES and the LEARNERS' HETEROGENEITY, this aspect plays a big role in the introductory internship.
8	Teachers capture the performance of their students in the light of transparent assessment criteria.	No	Assessment does not play any role in the analyzed sample and can, therefore, not be considered as a typical competence that students are confronted with in their introductory internship.
Competence domain 4: Innovating ('Erziehen')			
9	Teachers are aware of the special demands of their profession. They understand their job as a public occupation with a particular responsibility and commitment.	In parts	As shown in the next section, many students reflect on the DEMANDS OF THE TEACHING PROFESSION. However, this reflection often creates the impression of being superficial (see below).
10	Teachers understand their profession as a perpetual learning task.	No	Even though some students formulate CONSEQUENCES FOR THEIR FUTURE DEVELOPMENT, many of them are often undifferentiated and only spring from self-assessment. Structured forms of external-assessment or advanced-training were not used. On the contrary, some

			students even begin to feel like 'ready teachers' after their internship. However, the chance to learn more about/experience this competence is given.
11	Teachers take part in planning and executing events and projects at school.	Yes	As shown in the category PLANNING AND SCHEDULING, many students are involved in such processes during their internship.

As becomes apparent, students have insights into the practical aspects of many domains and competencies that are relevant for the teaching profession. These insights are not limited to a certain competence domain but are almost equally spread over all four domains. Regarding this result, it is important to note that both range and depth of the experiences seem to be dependent on the practical field that was chosen or even on the specific institution that the students selected. Whereas some students were involved in planning and scheduling procedures, others were only concerned with executive tasks and while some students worked in a rather homogenous environment, others discovered the demands of taking care of a child with special needs.

In addition, it is important to note there are also competences that are not or only partly addressed by the introductory internship. On the one hand, this need not necessarily be negative since the internship does not claim and want to confront students with all these competences (cf. Ch. 4). Experiences in the assessment of students, for example, do not seem to be desirable at such an early point of the studies. On the other hand, accounts concerning competences such as 'regarding the teaching profession as a perpetual learning task' seem to be underrepresented in the present reports, especially when considering the fact that the reports are biased due to social desirability.

Consequently, one must conclude that there is a major challenge for lecturers and mentors working in the domain of teacher training at university, particularly at the FSU. On the one hand, they must intensify their efforts in making students aware of the fact that the teaching profession demands a constant development of one's professionalism and personality. On the other hand, this awareness must be cultivated by implementing a consequent and targeted reflection of *all* internships. Otherwise, potential experiences will not develop into helpful competences but into vague and idealized memories.

Having analyzed the actual learning opportunities and practical fields of the introductory internship, this thesis provides the foundation for developing reflection instruments that will

allow for a more targeted reflection of the experiences. Before recommendations are made in Chapter 6, it is worthwhile to also consider the meta reflections mentioned in the reports.

5.2.3.2 *Students' meta reflections on internship and career choice determinants*

As described in the beginning of this chapter, the meta reflections were collected in two groups. The first group (H) is concerned with the meta reflections on the internship itself, whereas the second group (J) deals with the determinants of the career choice they mention. In what follows, both groups and their categories are briefly presented and discussed.

Presentation of the results

Group H: Meta reflections on the internship

The following categories have been assembled in this group on students' meta reflections of the internship: (1) the overall evaluation of the internship, (2) reflections concerning the choice of institutions, (3) reflections on aims and expectations.

An OVERALL EVALUATION OF THE INTERNSHIP can be found in almost all of the reports of the sample (n=22). It includes all passages in which students evaluate the internship as a whole. As can be seen in example (29), the conclusions are not only overly positive but also quite undifferentiated.

(29) Zusammenfassend lässt sich sagen, dass ich neue und interessante Erfahrungen im Hinblick auf pädagogische Tätigkeiten mit Kindern machen konnte und mich weiterentwickelt habe.²⁶
[EDU_LANG_8]

The student who wrote this passage neither makes explicit in which way she was able to make progress, nor does she point out aspects that might be considered problematic. The most likely reason for this behavior is social desirability, which has already been mentioned as a major limitation of the data.

The category REFLECTIONS CONCERNING THE CHOICE OF INSTITUTIONS (n=8) was opened for those passages that explicitly refer to reasons why a certain institution was chosen or why the internship was done at more than one place. One of the reasons that was given is the wish to

²⁶ 'All in all, one can say that I was able to gather new and interesting experiences regarding the work with children and that I could make progress in my personal development.'

have insights into a variety of institutions that deal with children at a different age, as described in example (30):

- (30) Ich wollte die 320 Stunden meiner Eingangspraktika gerne in verschiedenen Institutionen absolvieren, um einen größtmöglichen Einblick in pädagogische Berufsfelder zu erhalten und das Verhalten verschiedener Altersgruppen zu erleben.²⁷ [TEACH_HUM_1]

Again, this attitude supports previously made suggestions to have the students split their internship over at least two different institutions.

The third category in this section deals with those reflections that concern SPECIFIC AIMS OR EXPECTATIONS towards the internship and how they have been fulfilled. In the following example (31), a student reflects on the goals which she set for her internship in the kindergarten:

- (31) Persönliches Ziel meines Praktikums war es, den Ablauf im Umgang mit Kindern näher kennenzulernen und vor allem zu lernen, wie es möglich ist, mit Kindern umzugehen, denen es schwerfällt, sich in eine Gruppe zu integrieren oder die Verhaltensauffälligkeiten aufweisen. Im Rahmen meines Praktikums in der Kinderoase konnte ich diese Ziele erfüllen und viel Erfahrung dazugewinnen. [EDU_NAT_7]

Although such clear wordings of goals are rare in the data (n=3), it appears to be important that students are requested more firmly to reconsider what they expected from the internship. At least, this would facilitate the process of drawing conclusions regarding one's own aptitude for the profession and for the future development.

Finally, another category could be identified that deals with the REFLECTION ON ONE'S OWN ROLE in the internship (n=3). The category addresses all passages in which students consider that they have undergone a change of perspective during the internship (32).

- (32) Sowohl damals in meiner Gymnasialzeit, als auch in der ukrainischen Universität [laut der Studentin vergleichbar mit einem dt. Gymnasium, F.H.], empfand ich es spannend aus der Rolle des Schülers hinauszutreten und in die Rolle der Lehrperson hineinzuschauen.²⁸ [INT_HUM_5]

Passage (32) is interesting in that the student locates herself in kind of a 'transit zone': Although she does not identify with the pupil's perspective anymore, she has also not yet adapted the teacher's role since she only gets first "insights into it". For both research and this student's personal reflection, a specification of these thoughts would be highly interesting. Questions

²⁷ 'I liked to complete the 320 hours of my introductory internship in different institutions to receive the greatest possible view into different pedagogical fields and to experience the behavior of children at a different age.'

²⁸ 'In both my own 'Gymnasium' years and during the time that I spent at the Ukrainian 'Universität', I found it exciting to step out of the student's role and to have insights into the teacher's role.'

such as ‘What makes you feel like not being a student anymore?’ or ‘Why do you not yet identify completely with the teacher’s position?’ would certainly contribute to a better understanding of her situation, feelings, and beliefs.

Group J: Determinants of career choice

The categories which were assembled in this group have in common that they are related to the determinants of career choice as described in the FIT-Choice-model (see Sect. 2.2.2). Accordingly, there were a lot of passages in the text dealing with (1) the reflection of professional demands, (2) the task returns which the students experienced in form of recognition by other people, and (3) the perception of one’s own abilities with regard to the career selection.

When students REFLECTED ON PROFESSIONAL DEMANDS (n=19), this reflection was mostly carried out superficially, which is demonstrated in example (33). Here, the student basically considers everything about the job “quite challenging” but is neither precise about the reasons for this assumption nor about how this challenge can be dealt with.

- (33) Ich bin mir natürlich bewusst, dass die Aufgaben und Arbeit eines Lehrers im Gymnasium sehr herausfordernd sind, jedoch bin ich dabei sehr zuversichtlich und freue mich schon auf mein bevorstehendes Praktikum [das Praxissemester, F.H.].²⁹ [INT_HUM_7]

Sometimes, however, students pinned down more precisely which experiences they found challenging, as in (34), where a student considers those children particularly difficult to deal with who show behavioral disorders or even become aggressive.

- (34) Vor allem bei verhaltensauffälligen Kindern mit hohem Potenzial zu Aggressivität, wie ich es während meines Praktikums an einem Kind selbst erleben konnte, kommt den Pädagogen eine große Aufgabe zu. Denn es gilt in diesem Zusammenhang, Verletzungen zu vermeiden und den Gruppenzusammenhalt trotz „Störungen“ aufrechtzuerhalten.³⁰ [EDU_NAT_5]

In either case, it is obvious that these considerations offer great potential to be further discussed and elaborated both in the report or in campus courses as they can be used to set goals for the further professionalization or to reflect on one’s aptitude for teaching.

²⁹ ‘Of course, I am aware that the tasks and the work of a teacher at a ‘Gymnasium’ are quite challenging, but I remain very optimistic and look forward to my upcoming internship.’

³⁰ ‘Particularly when dealing with children who display a behavioral disorder and a high potential to be aggressive – as I could experience it myself in the case of one child – educators face a great task. This is because it is important in this context to prevent injuries and to maintain solidarity in the group despite such “incidents.”’

Next to the task demands, the task returns were highlighted in the FIT-Choice-model. A category that fits this determinant of career choice decisions and which was frequently found in the data (n=15) was the RECOGNITION that the students gained from children, parents, and colleagues. A typical example can be found in (35)

- (35) Hierbei hat mir besonders gut gefallen zu sehen, wenn die Schüler sich nach einiger Zeit Stück für Stück verbessern, und man sieht, dass man einen Unterschied macht. Ich erinnere mich beispielsweise an eine Szene zu Schuljahresende, wo extra die Eltern gekommen sind um mir ein kleines Geschenk zu überreichen und sich persönlich bei mir zu bedanken. Da merkt man als Lehrer, dass man seine Arbeit gut erledigt hat. [FREE_HUM_1]

This passage demonstrates that it is important to the students to experience that they “make a difference” and that their work is valuable for the children and the institution. Consequently, a reflection of these experiences must also pay attention to considering the strengths and positive experiences apart from the aspects which need to be improved.

Lastly, some students (n=6) also referred to the PERCEPTION OF THEIR OWN ABILITIES with regard to choosing teaching as a profession or a certain subject. In example (36), both the student herself and her colleagues evaluated her English skills positively so that she felt encouraged to study English as a subject.

- (36) Die Schüler beachteten es fast gar nicht, dass ich einen deutschen Akzent hatte, und die Lehrer gaben mir positive Rückmeldung zu der Entwicklung meines Englischs. Folglich fiel mir die Entscheidung Englisch zu studieren nicht schwer. [INT_SP_7]

Discussion of the meta reflections (Groups H & J)

The two groups that have been discussed in the previous section brought some new facets to the fore that concern many of the topics that have been discussed previously. On the one hand, categories have been introduced in which students regard both their internship and their own person from a meta perspective. As has been shown, the majority of the students evaluates the internship as a valuable experience, even though some of these judgments can probably be traced back to the social desirability that must be expected in a graded report. Particularly interesting were the students’ reflection on the choice of their institutions since their accounts supported the previously formulated hypothesis that it might be better if students did their internship not in just one but in at least two different institutions to experience a greater variety of children and pedagogical tasks. Moreover, a couple of students took a meta perspective on their own role during the internship. By looking at this category, it became clear that the students find themselves at a transition point between the pupils’ and the teachers’ perspective.

This is probably also why they have difficulties in formulating specific expectations towards their internship as well as conclusions for their further professional development. Therefore, instruments for a reflection on these experiences should note their situation and provide support that facilitates this process.

This conclusion is, by and large, supported by categories that focus on some of the career choice determinants from the FIT-Choice-model (Sect. 2.2.2). As could have been shown, the professional *demands* are usually underestimated, whereas task *returns* (e.g. recognition by other people) or the *perception of one's own ability* are overvalued. Therefore, many students do not arrive at the conclusion that they need to develop their own professionalism (with theoretical knowledge) but that they are almost 'ready to be teachers'. From this perspective, pedagogical pre-experiences might support the students' career choice in favor of the teaching profession (Chap. 2.2.3) but without a proper reflection, they also bear the risk of initiating a fossilization of unfavorable beliefs, such as the conviction that studying is not necessary to cope with the daily business in pedagogical institutions.

5.3 Summary and conclusions

In the present chapter, two different analyses were conducted. The aim of the first analysis was to get a *quantitative* impression of the institutional choices that students make in their introductory internships. By looking at 200 reports of one year, it was tried to find out in which institutions students did their internship. This focus can be regarded as a preparatory work for the subsequent description of learning opportunities. Moreover, the data was addressed by three guiding questions that concerned the number of institutions that the students selected, the relations between the students' subjects and the practical fields they chose, and the question to what extent students have already existing pre-experiences approved by the practicum's office, instead of doing an additional internship with the aim to become a teacher. The results of these quantitative investigations can be summarized as follows:

- The practical fields ('Handlungsfelder') that could have been identified from the meta data can be assembled in five domains according to their intended focus. These domains concern 'teaching', 'education', 'free time activities', 'special needs', and 'intercultural/foreign language encounters'.
- Despite the possibility to split the internship, the majority of the students in the sample (60%) only chose one institution. However, both quantitative and qualitative data suggest that students would benefit to a larger extent from their internship if they did it in two or

three institutions. This way, the relation between depth and variety of the experiences appears to be balanced best.

- Apart from minor exceptions, the relation between the subjects of the students and the practical fields they choose does not yield a particular pattern. Only sports students show high values in the free time domain. Thus, one can conclude that many of these students do their internship in sports clubs or similar institutions that are close to their subject.
- It can be estimated that one half of the students has previously gathered experiences approved by the practicum's office, whereas another half does the internship with the aim to study in a teacher training program.

What these results indicate is that students begin their teacher training with very different pre-experiences which they gathered in different institutions, but at the same time, it is still necessary to reflect on these experiences properly. However, in order to offer adequate reflection instruments, it is not enough to remain on a quantitative macro level. Therefore, the second part of this chapter tried to describe the actual learning opportunities of the introductory internship in more detail by using an inductive, qualitative data analysis. The main results and conclusions can be described as follows:

- The learning opportunities in the internship concern (1) the learning situation and processes, (2) educational tasks, (3) the work with special needs children, (4) intercultural/foreign language experiences, (5) diagnosis and counseling, and (6) planning and scheduling. In all these domains, students were able to gather experiences, depending on the institution they selected.
- A seventh learning opportunity concerned administrative tasks and supervision. Although these processes are important, students valued them not as much as the other tasks.
- Contrary to the expectations, the learning opportunities address many professionally relevant competences in all four competence domains (teaching, educating, assessing, and innovating; KMK 2004). To make these experiences fruitful for the professional development of the students, a proper reflection on the experiences is inevitable.
- The latter conclusion is supported by the fact that the students' meta reflections concerning their career choice decisions are not differentiated. They seem to underestimate professional demands, while the task returns and the perception of their own abilities are overvalued. Therefore, reflection instruments must equally target their strengths *and* weaknesses, including specific goals for their future development.

In the next chapter, such an instrument is presented and explained.

6 A Revised Instrument for Reflection

The present chapter brings up for discussion a revised and university-specific instrument for the reflection on introductory internship experiences. It is grounded on two pillars: The first pillar entails the results and conclusions drawn from the theoretical and empirical analyses in this thesis (see Chapters 2.4, 3.4, and 5.3 for summaries). The second pillar comprises preliminary considerations that regard the specific circumstances and conditions at the FSU. In what follows, both perspectives are joined by describing the revision procedure, beginning with the analysis of the tool that is currently used at the FSU (6.1), followed by an explanation of the changes made (6.2) and a short discussion of open questions and issues that remain to be solved and answered (6.3). Even though the report is printed only in Sect. 6.4 for reasons of clarity, it might be a reasonable idea to have a complementary look at the report while reading the previous sections in order to get an impression of how it is designed and what items it uses. Finally, it is important to emphasize once more that this report is not to be understood as a ready product for implementation, but rather as a first try to come up with possible solutions for currently existing issues.

6.1 Status quo

In a first step, it was necessary to become aware of the *status quo*, i.e. of the strengths and weaknesses of the method that is currently used by students to reflect upon the internship.

To this date, students at the FSU must hand in a report with the length of roughly *one page*, in which they are supposed to reflect *freely* on their internship experience. There do not exist specific regulations as to how the report should be structured, which is mirrored in the rather *unsystematic* style of writing that can be found reading the reports. Moreover, since students highlight completely different aspects and reflect on different cognitive levels, the reports are *barely comparable* with one another. This complicates the identification of common *starting points* that could be used for further reflection in educational science classes. Therefore, it seems that the adjective “diffuse” fits best to describe the entire procedure.

The dilemma can be traced back, first and foremost, to the lack of personal resources. Since there is only one school teacher delegated (not on a full position) to deal with some hundred reports every year, it becomes clear that the report must be, above all, short and concise. Moreover, the students cannot be urged to write significantly longer texts anyways since the

introductory internship is not integrated into a module but is designed as a *prerequisite* that must be accomplished before the beginning of the studies (exceptions are possible).

Consequently, the only feasible way to change the report for the better is not to change its quantity, but its quality (which would have been the more effective way anyway). In the past, this was not easy since there did not exist any systematic knowledge about the internship. With the analyses of this thesis, first insights are available that allow for making more specific suggestions which are tailored to the competences and learning opportunities of the introductory internship.

6.2 Revised and new features

The aim of the subsequent suggestions for a new report is certainly not to reinvent the wheel. Nevertheless, a new version of the report should allow for a more structured and profound reflection upon the experiences that takes into account the students' expectations, learning opportunities and goals.

To achieve this aim, a first step of the revision dealt with a *standardization* the report. The most obvious conclusion that could be drawn from reading 200 reports, was that the students are not capable of reflecting on their experiences adequately without proper guiding questions or tasks that would pre-structure their arguments. Therefore, the new report was divided into smaller sections, each of which can and must be answered with a maximum of 100-300 words. These limitations will not only force students to formulate conceived answers to specific questions but will also prevent them from losing themselves in unnecessary details or repetitions (as one currently finds it). Especially for students who are inexperienced in writing 'proto-scientific' texts, such smaller frameworks will function as a meaningful support.

At the same time, a clear structure also contributes to an increased transparency and comparability. Once each student answers exactly the same, concise questions, the use of the report can be extended from an instrument that focusses on self-assessment to a tool that can also be used for discussions with fellow students, inside and outside of campus courses. Equally, lecturers and research assistants at all stages of the training will have a much clearer idea of what they can expect from their students and can possibly integrate their experiences and reflections into their classes.

Having referred to the notion of 'self-assessment' in the previous paragraph, another new feature should be introduced. Whereas the former way of reflecting the experiences did not allow

for a self-assessment concerning given criteria, the new report offers scales to evaluate one's perceived abilities with regard to the competences that are commonly addressed in introductory internships (Chap. 5.2). Students will be able to agree or disagree with the statement that they "feel competent in *practicing something with children*" or "*... in planning schedules*." By doing so, they have the chance to receive a clearer impression of what they have learned (in terms of both variety and complexity of tasks) and in which fields they can still improve. In order to intensify this part of the reflection, the students will also have to briefly comment on one tasks in which they felt particularly confident and on one task that they considered challenging.

Other new items ask the students to formulate the reasons why they had chosen a certain institution in the first place and to note the expectations they had before the internship. In addition, there is also an item asking them to think about conclusions that regard both theoretical knowledge and practical skills. Besides these items that look at a pre-/post-perspective, there are also evaluative questions that ask whether or not the students would recommend their internship to their friends and whether they found the introductory internship useful after all. By putting these questions into the new report, the students will be asked to explain their opinion or come to conclusions rather than to merely describe what they have done. In other words, it is expected that the students must put more effort into critical reflections and, therefore, will come to more substantial and differentiated judgements.

6.3 Open questions and challenges

Before the new version of the report is actually depicted in the next section, it is necessary to point to some issues that could not have been solved with the new design, as well as to new practical challenges which would arise if the new report was used.

One major problem that will persist is the *mono-perspectivity* of the entire reflection procedure. Also with the new report, the students still do not find an institutionalized space to discuss their experiences, be it with a lecturer, a tutor or with fellow students. One way to solve the issue could be a web-based platform that allows to upload the report and have it commented by other students. However, since the fellow students are not trained in giving feedback at their stage of the studies, one might question whether these comments would actually be supportive. Moreover, it is difficult to (a) make students aware of the platform who have not begun studying officially at the FSU and (b) to 'motivate' students to participate in such a forum.

Another idea would be to involve the *mentors* at the internship institutions in giving feedback. If one, for example, created a separate evaluation form for the mentors, which looks similar to the students' report sheet, the mentors could assess the students based on equal criteria. Similar to Helmke's EMU³¹, students and mentors would then be able to discuss commonalities and differences in their perception (Helmke, 2014, pp. 305–306). However, the suggested version of the report is probably still not differentiated enough to offer a sufficient number of disputable points. Nevertheless, since all students work closely together with their mentors, mostly as their 'helping hands', it would probably be very helpful if they received a feedback from experts in the institutions *in situ*.

Finally, there is another practical problem that results from the standardization of the revised internship report. Since the new report, as it has been suggested below, aims at only one institution to reach a deeper level reflection, a solution must be found for those students who do their internship at several institutions. On the one hand, it would be certainly supportive if each internship is reflected with an equal level of abstraction. On the other hand, the workload cannot be increased ad infinitum, especially since the repetition effect, that would appear if one reflects different internship over and over again with the same questions, will probably have a negative influence on students' motivation to carefully reflect their experiences.

³¹ EMU stands for ‚Evidenzbasierte Methoden der Unterrichtsdiagnostik und -entwicklung‘ (evidence-based methods used for diagnosing and developing teaching) that triangulates the perspective of the teacher, an observer, and the students.

6.4 Revised version of the report

A: Personal details

Name:

E-Mail:

Matr. number:
(if available)

Semester:
(if available)

B: Introduction of the institution

1. Briefly describe the institution in which you did your internship. (max. 100 words)
(type of institution, number of children/pupils/colleagues, specialties, etc.)

2. Why did you choose *this* institution and not another one? (max. 150 words)
(e.g. specific expectations towards the institution, personal goals, etc.)

3. Recall a typical day at your institution. Which were your most important tasks? (max.200 words)

C: Evaluation of the experiences

1. In three sentences: Which was the most valuable experience of your internship? Why?

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2. The following statements relate to tasks that students are usually confronted with in their introductory internship. On a scale from **1** (strongly disagree) to **5** (fully agree), please assess yourself honestly as to how competent you feel in performing these tasks *right now*. Choose **'NA'** (not available) if an activity did not play a role in your internship.

[illegible]

3. Choose one of the tasks above which you could handle **confidently**. Think about one or two situations in your internship and use them as a foil to explain why you feel competent about it. How are you going to further improve this skill in the future? (ca. 300 words)

4. Now choose a task that you considered **difficult** or **challenging**. In which situation have you been confronted with this task? How could you solve the problem and how are you going to increase your ability to deal with such situations in the future? (ca. 300 words)

D: Conclusions

1. With regard to your studies. What are the things you still want to learn concerning both theory and practice? Name three for each category:

Knowledge that I want to acquire ...	Skills that I want to learn / improve ...
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

2. Considering all the previous aspects: Would you recommend the institution in which you did your internship to a friend? Why or why not?

3. Finally: Do you think that the introductory internship was a helpful experience? If yes, why? If not, what would you change? (Be as critical as you like (!), but justify your opinion.)

Optional: Was this report helpful to reflect your experiences?

7 Summary and Outlook

Based on recent theoretical perspectives and empirical findings (Chapter 2), the present thesis tried to establish a first descriptive overview of the introductory internship. At the beginning, a structural comparison of 52 German universities (Chapter 3) could show that the term 'orientational internship' is used for a broad range of different internship arrangements. Whereas some concepts focus on school or company experiences, i.e. practical fields that are clearly delineated, the structure and focus of pedagogically oriented internship often remains blurry, especially when the institutional choice is not limited, as in the case of the internship at the FSU.

A quantitative analysis of 200 internship reports from the FSU took up this desideratum and revealed that the range of practical fields chosen by students is bigger than expected (Chapter 5.1). As was shown, the students choose institutions that cover a broad range of fields that have, for instance, a focus on education (e.g. kindergartens), free time activities (e.g. sports club, fire brigade) or special needs children (e.g. special needs schools, asylums). At the same time, it has been found that about two thirds of the students refrain from splitting their practicum to get in touch with several, different institutions. Instead, they often do the internship at just one place, which is not rarely one in which they already gathered previous experiences. Contrary to common expectations, the internship need not necessarily show an obvious connection to the future subject(s) of the students: Apart from students who study sports, who show a distinct tendency to do their internship in sports clubs, students of the other subject groups do not seem to prefer a specific type of institution.

Looking in more detail at a subset of the above-mentioned reports, the main part of the thesis (Chapter 5.2) was concerned with carving out the actual learning opportunities and competences that students can and do encounter in their internships. Contrary to the expectations, the students deal with many of the competence domains and competences outlined by the KMK (2004). Whereas it was not surprising to see that students have to fulfill educational tasks or tasks that are connected to learning processes or teaching, it could be demonstrated that they are also involved in planning processes, (proto-)diagnostic procedures, and counseling. Moreover, some of the students experience situations in which foreign language competences or competences in the work with special needs children are demanded. Consequently, it became apparent that the internship offers a great potential to establish starting points and links for a further professional development.

However, looking more carefully at the meta reflections of some students, it also became clear that these first experiences must be critically reflected to become fruitful. Otherwise, they bear the risk of leaving the students with undifferentiated and idealized notions of the teaching profession which cannot only lead to premature career choice decisions but also to an early fossilization of unfavorable attitudes (e.g. that one can teach well without theoretical knowledge). In this regard, students often concluded that they are by and large 'ready for teaching' rather than thinking about those aspects that can still improve or develop further.

In Chapter 6, this observation was used as a starting point to develop a new instrument for a more targeted reflection of introductory internship experiences. It is past-oriented in that it asks the students to reflect critically on both positive and challenging situations of their internships. It is present-oriented in that it allows for a self-assessment of typical introductory internship learning opportunities and competences, as they have been worked out in this thesis. And it is future-oriented in that the students have to note explicit goals for the further development of their theoretical knowledge and practical skills. Due to its standardized format, the instrument contributes to more transparency among the lecturers at university (who might get a clearer image of what is actually done in the internship) and to a higher degree of comparability so that the report can be also used for discussions with other students.

Nevertheless, all these insights and suggestions can only be considered as first steps on a long way towards what was called an evidence-based implementation of internships in the introduction of this thesis (Chapter 1). Whereas this thesis certainly contributed to a better contextualization of the introductory internship at the FSU within other concepts throughout Germany, as well as to a description of learning opportunities and competences, it is clearly limited with regard to statements that concern other relevant research questions in this field.

A first limitation of this study concerns the quality of the data. Even though the internship reports are surely suited to analyze what people did, they cannot be used properly to investigate their actual motivation to choose a certain institution, to work with children and to enter a teacher training program at university. Either such information is not part of their reports, or it is distorted by social desirability. Additional qualitative data, optimally in form of structured interviews with a representative set of students, could help to understand better how the introductory internship influences career choice decisions.

A second field that should be investigated in more detail is the relation between theory and practice. At the moment, the introductory internship is located before the beginning of the studies which basically makes it impossible for students to see any connections. However, it is also possible to finish the internship until the end of the second semester, which is why there

are some students who do their internship with first theoretical knowledge. Some of those students reported that they found it very useful to be aware of important theoretical accounts. And also at other universities, many of the internships are integrated within the study program. Therefore, it would be reasonable to investigate which of the variants is ultimately more rewarding to the students with regard to the intended aims.

The latter consideration has already touched upon the third important limitation of this thesis: It can neither make any statements about possible effects of the internship nor about the development of certain competences. In this domain, a number of quantitative and longitudinal studies are needed to figure out how the internship affects the students' career choice, their competences, and other relevant personal characteristics. In this regard, the present thesis might be used as a basis to develop introductory internship-specific items.

All in all, one can see that a lot of work still needs to be done in this field. However, it seems to be worth the effort since the internship helps students to answer the question whether they "can cope with kids" and deal with other pedagogical tasks that are highly relevant for the teaching profession.

8 References

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Appendix A: Coding sheet: Internship comparison

In Table 6 on the following four pages, one can find the complete results of the structural comparison of the introductory internships. On this page, the legend for the table is explained category by category.

Legend – Table 6

<i>Practical field</i>		
	SCH	school
	PED	pedagogical field
	COMP	company
<i>Position</i>		
	B	completion within the Bachelor Studies / Foundational Studies
	P	completion until the extended practicum / practical semester
	S	completion until enrollment for the first state examination
<i>Organization</i>		
	BLOCK	practicum is completed within one or multiple blocks (during the semester breaks)
	SIM	practicum is completed simultaneously to the semester
<i>Intention</i>		
	T-P-TRANS	theory-practice transfer
	TEACH-TASKS	getting to know the tasks of a teacher
	LEARN	getting to know the nature of learning processes
	SELF-A	self-assessment
	ORIENT	orientation
	PED-FIELD-EXP	pedagogical field experience
	SCHOOL-EXP	school experience
	EX-SCHOOL-EXP	extra-scholar experience (conferences, talking to parents, etc.)
	COMP-EXP	experiencing the way of working in a company
	CHILD-EXP	experience in the work with children and adolescents
	LESS-PLAN	lesson planning
	LESS-REFL	lesson reflection
	OBSERV	observation (of own or other teacher's lessons)
	RES-QU	developing research questions for subsequent studies
	ASSESS	principles of performance assessment
	PORT-WORK	students learn about the principles and benefits of portfolio work
<i>Type of Support</i>		
	PRAE	preparatory sessions
	SIM	simultaneous accompaniment
	POST	follow-up support
	WEB	web-based support
<i>Affiliation</i>		
	EDU	educational sciences
	SUBJ	affiliation to the subjects
<i>Type of exam</i>		
	PORT	portfolio documentation
	REPORT	practicum report / term paper
	CASE	case description and analysis
	EXAM	oral or written exam
	COUNS	individual counseling
	PRES	presentation

Table of the comparison between Nr.85 universities

#	UNIVERSITY	STATE	DENOTATION	FIELD	DUR (W)	DUR (D)	DUR (H)	POSITION	ORGANIZATION	INTENTION	SUP. TYPE	AFFILIATION	CP	EXAM
1a	RWTH Aachen	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	NA	NA	B	BLOCK	T-P-TRANS; TEACH-TASKS; CHILD-EXP, OBSERV, SELF-A	PRAE	EDU	6	PORT, CASE
1b	RWTH Aachen	NW	Berufsfeldpraktikum (BFP)	PED	4	NA	120	B	BLOCK	PED-FIELD-EXP	PRAE, SIM	EDU	4	PORT
2a	U Augsburg	BY	Orientierungspraktikum	SCH, PED	4	NA	NA	P	BLOCK	SCHOOL-EXP; SELF-A	NONE	EDU	0	NA
2b	U Augsburg	BY	Betriebspraktikum	COMP	8	NA	NA	S	BLOCK	COMP-EXP	NONE	NA	0	NA
3a	U Bamberg	BY	Orientierungspraktikum	SCH, PED	4	NA	NA	P	BLOCK	SCHOOL-EXP; SELF-A	NONE	EDU	0	NA
3b	U Bamberg	BY	Betriebspraktikum	COMP	8	NA	NA	S	BLOCK	COMP-EXP	NONE	NA	0	NA
4a	U Bayreuth	BY	Orientierungspraktikum	SCH, PED	4	NA	NA	P	BLOCK	SCHOOL-EXP; SELF-A	NONE	EDU	0	NA
4b	U Bayreuth	BY	Betriebspraktikum	COMP	8	NA	NA	S	BLOCK	COMP-EXP	NONE	NA	0	NA
5	HU Berlin	BE	Berufsfelderschließendes Praktikum	SCH	6	NA	90	B	BLOCK	SCHOOL-EXP; SELF-A; LESS-PLAN	PRAE	EDU	9	REPORT
6	FU Berlin	BE	Berufsfelderschließendes Praktikum	SCH	6	NA	NA	B	BLOCK	SCHOOL-EXP, SELF-A; LESS-PLAN	NONE	EDU	0	NA
7a	U Bielefeld	NW	Orientierende Praxisstudie mit Eignungsreflexion (OPSE)	SCH	5	NA	NA	B	BLOCK	ORIENT; SELF-A; RES-QU	SIM	EDU	3	COUNS
7b	U Bielefeld	NW	Berufsfeldbezogene Praxisstudie	PED	4	NA	120	B	BLOCK	PED-FIELD-EXP	PRAE, SIM	EDU	4	REPORT
8a	U Bochum	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	NA	NA	B	BLOCK	T-P-TRANS; TEACH-TASKS; CHILD-EXP, OBSERV, SELF-A	SIM	EDU	5	PORT
8b	U Bochum	NW	Berufsfeldpraktikum (BFP)	PED	4	NA	NA	B	BLOCK	PED-FIELD-EXP	NA	EDU	5	NA
9a	U Bonn	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	NA	110	B	BLOCK	T-P-TRANS; TEACH-TASKS; CHILD-EXP, OBSERV, SELF-A	PRAE	EDU	5	PORT
9b	U Bonn	NW	Berufsfeldpraktikum (BFP)	PED	4	NA	120	B	BLOCK	PED-FIELD-EXP	POST	EDU	4	COUNS
10	U Bremen	HB	Orientierungspraktikum	SCH, PED	6	NA	90	B	BLOCK	TEACH-TASK; LEARN; ASSESS; LESS-PLAN; LESS-REFL; SCHOOL-EXP; SELF-A	PRAE, POST	EDU	6	REPORT
11a	TU Darmstadt	HE	Orientierungspraktikum	SCH, PED	4	NA	120	P	BLOCK	PED-FIELD-EXP	NA	EDU	0	PORT
11b	TU Darmstadt	HE	Betriebspraktikum	COMP	8	NA	320	S	BLOCK	COMP-EXP	NONE	NA	0	PORT
12a	TU Dortmund	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	NA	NA	B	BLOCK	T-P-TRANS; TEACH-TASKS; CHILD-EXP, OBSERV, SELF-A	PRAE, POST	EDU	5	REPORT
12b	TU Dortmund	NW	Berufsfeldpraktikum (BFP)	SCH, PED	4	NA	NA	B	BLOCK	PED-FIELD-EXP	PRAE	EDU	5	REPORT / EXAM
13	TU Dresden	SN	Grundpraktikum	SCH, PED	1	NA	30	B	BLOCK / SIM	ORIENT; TEACH-TASKS; SELF-A	PRAE	EDU	0	PORT
14a	U Duisburg/Essen	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	25	NA	B	BLOCK	T-P-TRANS; TEACH-TASKS; CHILD-EXP, OBSERV, SELF-A	PRAE, POST	EDU	8	EXAM, PORT, COUNS

#	UNIVERSITY	STATE	DENOTATION	FIELD	DUR (W)	DUR (D)	DUR (H)	POSITION	ORGANISATION / SIM	INTENTION	SUP. TYPE	AFFILIATION	CP	EXAM
14b	U Duisburg/Essen	NW	Berufsfeldpraktikum (BP)	PED	4	NA	80	B	BLOCK / SIM	PED-FIELD-EXP	PRAE, SIM	SUBJ	6	PORT
15a	U Eichstätt/Ingolstadt	BY	Orientierungspraktikum	SCH	4	NA	NA	P	BLOCK	SCHOOL-EXP, SELF-A	NONE	EDU	0	NA
15b	U Eichstätt/Ingolstadt	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
16a	U Erlangen/Nürnberg	BY	Orientierungspraktikum	SCH	3	NA	NA	P	BLOCK	SCHOOL-EXP, SELF-A	NONE	EDU	0	NA
16b	U Erlangen/Nürnberg	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
17a	U Frankfurt a.M.	HE	Orientierungspraktikum	SCH, PED	4	NA	120	P	BLOCK	SCHOOL-EXP	NONE	EDU	0	PORT
17b	U Frankfurt a.M.	HE	Betriebspraktikum	COMP	8	NA	320	S	BLOCK	COMP-EXP	NONE	NA	0	PORT
18	U Freiburg	BW	Orientierungspraktikum (OSP)	SCH	3	NA	NA	B	BLOCK	SELF-A, LESS-PLAN, LESS-REFL	PRAE	EDU	6	PORT
19a	U Gießen	HE	Orientierungspraktikum	SCH, PED	4	NA	120	P	BLOCK	TEACH-TASKS	NONE	EDU	0	PORT
19b	U Gießen	HE	Betriebspraktikum	COMP	8	NA	320	S	BLOCK	COMP-EXP	NONE	NA	0	PORT
20a	U Halle-Wittenberg	SA	außerschulisches pädagogisches Praktikum (AuPP)	PED	2	NA	NA	B	BLOCK	TEACH-TASKS, CASE	PRAE, POST	EDU	5	CASE, PRES
20b	U Halle-Wittenberg	SA	Orientierungspraktikum	SCH	2	NA	40	B	BLOCK	ORIENT, OBSERV	PRAE	EDU	10	PORT, EXAM
21	U Hamburg	HH	Integriertes Schulpraktikum (ISP)	SCH	4	NA	NA	B	BLOCK	ORIENT; OBSERV; LESS-REFL, TEACH-TASKS	PRAE, POST	EDU	8	PORT / REPORT
22a	U Hannover	NI	allgemeines Schulpraktikum (ASP)	SCH	4	NA	NA	P	BLOCK	ORIENT; TEACH-TASKS; LESS-REFL	PRAE, POST	EDU	5	REPORT
22b	U Hannover	NI	berufsfeldrelevantes Praktikum	SCH, PED	8	NA	NA	B	BLOCK	PED-FIELD-EXP; SELF-A	NONE	SUBJ	10	REPORT
23a	U Heidelberg	BW	Berufsorientierendes Praktikum I (BOP I)	SCH	3	NA	120	B	BLOCK	PORT-WORK; TEACH-TASKS; OBSERV; SELF-A	PRAE, WEB, POST	EDU	4	PORT
23b	U Heidelberg	BW	Berufsorientierendes Praktikum II (BOP II)	SCH, PED	2	NA	60	B	BLOCK	PORT-WORK; OBSERV; SELF-A	WEB, POST	EDU	2	PORT
24	U Jena	TH	Eingangspraktikum	SCH, PED	8	NA	320	B	BLOCK	CHILD-EXP, PED-FIELD-EXP; SELF-A	NONE	EDU	0	REPORT
25	TU Kaiserslautern	RP	Orientierendes Praktikum 1 und 2 (OP1, OP2)	SCH, PED	6	30	NA	B	BLOCK	SCHOOL-EXP; TEACH-TASKS; LEARN; SELF-A	PRAE	EDU	6	REPORT
26a	U Kassel	HE	Orientierungspraktikum	PED	4	NA	120	B	BLOCK	CHILD-EXP	NONE	EDU	0	PORT
26b	U Kassel	HE	Betriebspraktikum	COMP	8	NA	320	S	BLOCK	COMP-EXP	NONE	NA	0	PORT

#	UNIVERSITY	STATE	DENOTATION	FIELD	DUR (W)	DUR (D)	DUR (H)	POSITION	ORGANISATION	INTENTION	SUP. TYPE	AFFILIATION	CP	EXAM
27	U Kiel	SH	Pädagogisches Praktikum I	SCH	3	NA	NA	B	BLOCK	ORIENT; T-P-TRANS; RES-QU	PRAE, POST	EDU	5	EXAM, REPORT
28	U Koblenz-Landau	RP	Orientierendes Praktikum 1 und 2 (OP1, OP2)	SCH, PED	6	30	NA	B	BLOCK	SCHOOL-EXP; TEACH-TASKS; LEARN; SELF-A	PRAE	EDU	6	REPORT
29a	U zu Köln	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	25	100	B	BLOCK	T-P-TRANS; TEACH-TASKS; LESS-PLAN; OBSERV; SELF-A	PRAE, POST	EDU	8	EXAM, PORT, COUNS
29b	U zu Köln	NW	Berufsfeldpraktikum (BP)	PED	4	NA	80	B	BLOCK / SIM	PED-FIELD-EXP	PRAE, SIM	SUBJ	6	PORT
30	U Konstanz	BW	Orientierungspraktikum	SCH	3	NA	NA	B	BLOCK	SELF-A; SCHOOL-EXP; TEACH-TASKS	PRAE, POST	EDU	6	PORT
31	U Leipzig	SN	Bildungswissenschaftliches Blockpraktikum (SPS I)	SCH	4	NA	NA	B	BLOCK	SCHOOL-EXP, OBSERV	PRAE	EDU	5	PORT
32	U Mainz	RP	Orientierendes Praktikum 1 und 2 (OP1, OP2)	SCH, PED	6	30	NA	B	BLOCK	SCHOOL-EXP; TEACH-TASKS; LEARN; SELF-A	PRAE	EDU	6	REPORT
33	U Mannheim	BW	Orientierungspraktikum	SCH	3	NA	NA	B	BLOCK	SELF-A; SCHOOL-EXP; TEACH-TASKS	PRAE, POST	EDU	3	PORT
34a	U Marburg	HE	Orientierungspraktikum	PED	4	NA	120	B	BLOCK	CHILD-EXP	NONE	EDU	0	PORT
34b	U Marburg	HE	Betriebspraktikum	COMP	8	NA	320	S	BLOCK	COMP-EXP	NONE	NA	0	PORT
35a	LMU München	BY	Orientierungspraktikum	SCH	3	NA	NA	P	BLOCK	SCHOOL-EXP; SELF-A	NONE	EDU	0	NA
35b	LMU München	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
36a	TU München	BY	TUMpaedagogicum I und IIa	SCH	7	35	NA	B	BLOCK	OBSERV; EX-SCHOOL-EXP; LESS-PLAN	PRAE, SIM	EDU	5	PORT
36b	TU München	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
37a	U Münster	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	25	150	B	BLOCK	T-P-TRANS; TEACH-TASKS; LESS-PLAN; OBSERV; SELF-A	PRAE, POST	EDU	6	PAPER
37b	U Münster	NW	Berufsfeldpraktikum (BP)	PED	4	NA	80	B	BLOCK / SIM	PED-FIELD-EXP	PRAE, SIM	SUBJ	7	REPORT
38a	U Oldenburg	NI	Orientierungspraktikum	SCH, PED	3	NA	90	B	BLOCK	PED-FIELD-EXP	PRAE	SUBJ	6	PORT / REPORT
38b	U Oldenburg	NI	allgemeines Schulpraktikum (ASP)	SCH	6	NA	180	B	BLOCK	SELF-A; T-P-TRANS	PRAE, SIM	EDU	9	PORT
39a	U Osnabrück	NI	Betriebs-/Sozialpraktikum (BSP)	PED	4	NA	NA	B	BLOCK	OBSERV; SELF-A; TEACH-TASKS	POST	EDU	4	REPORT
39b	U Osnabrück	NI	allgemeines Schulpraktikum (ASP)	SCH	5	NA	NA	B	BLOCK	T-P-TRANS; TEACH-TASKS; LESS-PLAN; OBSERV; SELF-A	PRAE	EDU	10	REPORT
40a	U Paderborn	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	25	150	B	BLOCK	T-P-TRANS; TEACH-TASKS; LESS-PLAN; OBSERV; SELF-A	PRAE	EDU	9	PORT
40b	U Paderborn	NW	Berufsfeldpraktikum (BP)	PED	4	NA	80	B	BLOCK / SIM	PED-FIELD-EXP	PRAE, SIM	SUBJ	9	PORT
41a	U Passau	BY	Orientierungspraktikum	SCH	3	NA	NA	P	BLOCK	SCHOOL-EXP	NONE	EDU	0	NA

#	UNIVERSITY	STATE	DENOTATION	FIELD	DUR (W)	DUR (D)	DUR (H)	POSITION	ORGANIZATION	INTENTION	SUP. TYPE	AFFILIATION	CP	EXAM
41b	U Passau	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
42a	U Potsdam	BB	Orientierungspraktikum	SCH	3	NA	NA	B	BLOCK	SCHOOL-EXP	PRAE, SIM	EDU	3	REPORT
42b	U Potsdam	BB	Praktikum in pädagogisch psychologischen Handlungsfeldern (PpöH)	PED	2	10	NA	B	BLOCK / SIM	PED-FIELD-EXP; OBSERV; RES-QU	PRAE, POST	EDU	4	PRES
43a	U Regensburg	BY	Orientierungspraktikum	SCH	3	NA	NA	P	BLOCK	SCHOOL-EXP; SELF-A	NONE	EDU	0	NA
43b	U Regensburg	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
44a	U Rostock	MV	Orientierungspraktikum	SCH	3	NA	NA	B	BLOCK	SCHOOL-EXP; OBSERV; EX-SCHOOL-EXP; LESS-REFL	PRAE	EDU	3	REPORT
44b	U Rostock	MV	Sozialpraktikum	PED	3	NA	85	B	BLOCK	CHILD-EXP; PED-FIELD-EXP;	PRAE	EDU	3	REPORT
45	U des Saarlandes	SL	Orientierungspraktikum	SCH	5	NA	NA	B	BLOCK	SCHOOL-EXP; TEACH-TASKS; LESS-REFL; LESS-PLAN	PRAE, POST	EDU	9	REPORT
45a	U Siegen	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	25	150	B	BLOCK	T-P-TRANS; TEACH-TASKS; LESS-PLAN; OBSERV; SELF-A	PRAE	EDU	7	PORT
45b	U Siegen	NW	Berufsfeldpraktikum (BP)	PED	4	NA	80	B	BLOCK / SIM	PED-FIELD-EXP	PRAE, SIM	SUBJ	3	PORT
47	U Stuttgart	BW	Orientierungspraktikum	SCH	3	NA	NA	B	BLOCK	LEARN; TEACH-TASKS; RES-QU	PRAE	EDU	6	REPORT
48	U Trier	RP	Orientierendes Praktikum 1 und 2 (OP1, OP2)	SCH, PED	6	30	NA	B	BLOCK	NA	NA	EDU	6	REPORT
49	U Tübingen	BW	Orientierungspraktikum (OSP)	SCH	3	NA	NA	B	BLOCK	ORIENT	PRAE	EDU	6	PORT
50	U Ulm	BW	Orientierungspraktikum	SCH	3	NA	NA	B	BLOCK	ORIENT; T-P-TRANS; LESS-PLAN; TEACH-TASKS; OBSERV	PRAE	EDU	5	PORT
51a	U Würzburg	BY	Orientierungspraktikum	SCH	3	NA	NA	P	BLOCK	SCHOOL-EXP; SELF-A	NONE	EDU	0	NA
51b	U Würzburg	BY	Betriebspraktikum	COMP	8	NA	NA	B	BLOCK	COMP-EXP	NONE	NA	0	NA
52a	U Wuppertal	NW	Eignungs- und Orientierungspraktikum (EOP)	SCH	5	25	150	B	BLOCK	T-P-TRANS; TEACH-TASKS; LESS-PLAN; OBSERV; SELF-A	PRAE	EDU	6	REPORT
52b	U Wuppertal	NW	Berufsfeldpraktikum (BP)	PED	4	NA	80	B	BLOCK / SIM	PED-FIELD-EXP	PRAE, SIM	SUBJ	6	REPORT

Appendix B: Coding sheet: Meta data of the report

In this part of the appendix, the complete coding sheet of the internship reports' meta data was printed. This coding sheet also includes more detailed sub-categories which were not described explicitly in the main text. In what follows, the legend of the table is explained.

Legend – Table 7

SUBJ 1 & 2	first and second subject
SPLIT	number of institutions that were chosen (splitting)
ABROAD	whether or not the student went abroad
VOL	whether or not the students was working in voluntary services ('Freiwilliges Soziales/Ökologisches Jahr', 'Bundesfreiwilligendienst', usw.)
KIND	kindergarten
HORT	'Hort' (day care center)
GS	'Grundschule' (primary school)
RS	'Regelschule' (secondary school)
GYM	'Gymnasium' (secondary school / high school)
GES	'Gesamtschule' or 'Gemeinschaftsschule' (comprehensive school)
SBBS	'Staatlich Berufsbildende Schule' (vocational school)
TUT	tutoring lessons in a tutoring institution
SNS	special needs school ('Förderschule')
MED/PSY	medical/psychological assistance
ASYLUM	work in an asylum ('Kinderheim')
HOL CAMP	holiday camp
CULTURE	working in a cultural club (e.g. dancing club, music club, etc.)
SOCIAL PED	working in a social pedagogical institution (e.g. youth center)
RELI PED	working in a religious pedagogical field
TEACH ASS.	teaching assistance (in most reports, the students did not teach abroad, but rather organized free time activities for the students, comparable to a German 'Hort')

#	GE ID	SUBJ 1	SUBJ 2	SUBJ 2	SPLIT	ABR OAD	VO L	Focus on education				Focus on teaching				Focus on children with special needs				Focus on free time activities				Focus on interc./FI comp.	
								KIND	HORT	GS	RS	GYM	GES	SBBS	TUT	SNS	MED/ PSY	ASYL UM	HOL CAMP	SPORTS CLUB	CULT URE	SOCIAL PED	RELI PED	AU PAIR	TEACH ASS
1	f	Sn	Ma		1	N	Y									1080									
2	m	Sp	Fr		1	N	Y			1840									110						
3	f	Ru	De		3	N	N	50		1162							80			60					
4	m	Sp	En		3	N	N				190														
5	f	De	En		2	N	N	333																	
6	m	Bio	Ma		1	N	N													320					
7	m	Ma	En		2	N	N										185			135					
8	f	Bio	Sn		1	Y	N																	1140	
9	f	Bio	De		2	N	N	60	260																
10	m	Sp	Geo		1	N	N													350					
11	m	Ch	WR		1	N	N			330									70	145					
12	m	De	WR		3	N	N					153													
13	m	Sn	Sp		1	Y	N																	2340	
14	m	Geo	Sp		1	N	N													320					
15	m	Ma	Info		1	N	N											320							
16	m	Ch	Sk		2	N	N					90			230										
17	f	En	Ch		1	N	N						1872												
18	f	De	Phil		2	N	Y			155															
19	f	Sp	Bio		1	N	N					320						296							
20	f	Fr	En		3	Y	N	248			30	200		38				100						1000	
21	m	De	Sp		3	N	N																		
22	f	Ru	En		1	N	N	320												400					
23	m	Ma	Geo		1	N	N													624					
24	f	De	Sp		1	N	N																		
25	m	De	Ge		1	N	Y									2028									
26	m	En	Ge		1	N	Y									1680									
27	f	Fr	En		1	Y	N																		600
28	m	Sp	Geo		2	N	N													337					
29	f	Sp	Geo		2	N	N	81												300					
30	f	Bio	Ge		1	N	N													320					
31	f	Sp	Geo		2	N	N													100					
32	f	Ch	Sn		2	N	N													321					
33	f	De	Sk		3	N	N	40					62				70	220							
34	f	En	Geo		1	Y	N																	1840	
35	f	En	Sn		2	N	N	299					21												
36	f	Bio	Geo		1	Y	N																		320
37	f	Ma	Phil		2	N	N												576			320			
38	m	Sp	En		1	N	Y									2080									354
39	f	WR	Ru		1	Y	N																		
40	f	De	Geo		2	N	N													98					
41	f	Bio	Ch		4	N	N	30		225	30				246										
42	f	Bio	Sn		4	N	N			25		83			42					84					
43	m	Bio	Sk		1	N	N			140										515					
44	m	De	Sk		2	N	N											40		290					

et of the internship reports' meta data (incl. sub-categories).

#	GE IND	SUBJ 1	SUBJ 2	SPLIT	ABR OAD	VO L	Focus on education			Focus on teaching				Focus on children with special needs			Focus on free time activities					Focus on interc./FL comp.	
							KIND	HORT	GS	RS	GYM	GES	SBBS	TUT	SNS	MED/ PSY	ASYL UM	HOL CAMP	SPORTS CLUB	CULT URE	SOCIAL PED	RELI PED	AU PAIR
45	f	Ma	Ge	3	N	N							100				140	220					
46	f	De	Ge	1	N	Y	2080																
47	f	Bio	Ma	2	N	N	220										98			105			
48	f	Ru	Ge	3	N	N	160													112			
49	m	De	Ev.R.	2	N	N	144										323			329			
50	m	En	Geo	1	N	N																	
51	f	Geo	De	1	N	Y	2080										297						
52	f	De	Sp	2	N	N										88		358					
53	f	Ev.R.	De	1	N	N																	1840
54	m	Ru	En	1	Y	N																	
55	f	Sk	En	3	N	N		80			160						98						
56	f	De	La	1	N	N	360										210						
57	m	Ge	Sn	2	N	N							119										
58	m	Fr	Sk	2	Y	N												185					135
59	m	Ma	Ge	1	N	N												355					
60	f	En	Sp	1	Y	N																2080	
61	f	En	Ge	1	N	Y	2080																
62	f	Sk	De	1	N	Y														640			
63	m	En	Ge	1	N	N			320														
64	m	De	En	1	N	N			1920														
65	f	Sp	Geo	1	N	N													340				
66	m	Ge	De	1	N	N																	432
67	m	Geo	Fr	1	Y	N																	
68	f	Sp	En	1	N	Y					2080												
69	m	Ch	De	1	N	N	325																
70	m	Sp	Geo	1	N	Y												2080					
71	m	Ge	De	1	N	N												320					
72	f	Geo	Ma	1	N	N	320																
73	m	Sp	Ma	3	N	N	50																
74	m	Sp	Geo	1	N	Y													2080		48	240	
75	m	Geo	Sp	1	N	N	300										42						
76	f	Bio	En	1	N	N																	
77	f	Sp	En	1	Y	N									1080								684
78	f	En	Geo	1	N	N												320					
79	f	Geo	Ma	2	N	N		160										160					
80	m	Fr	Ge	1	Y	N																	1920
81	m	Ma	Ph	3	N	N		90	70								210						
82	f	Fr	Sp	2	N	N	300		35														
83	m	Sk	En	1	N	N														320			
84	f	De	Sk	2	N	N	120													224			
85	m	Ma	Fr	1	N	N												350					
86	m	Ge	De	1	N	Y																	
87	f	Bio	Geo	1	N	N														1040			
88	m	De	Ge	1	N	N												640		399			

				Focus on education				Focus on teaching				Focus on children with special needs				Focus on free time activities				Focus on interc./FL comp.				
#	GE ND ER	SUBJ 1	SUBJ 2	SPLIT	ABR OAD	VO L	KIND	HORT	GS	RS	GYM	GES	SBS	TUT	SNS	MED/ PSY	ASYL UM	HOL CAMP	SPORTS CLUB	CULT URE	SOCIAL PED	RELI PED	AU PAIR	TEACH ASS
89	m	Sp	Ge	1	N	N	N												480					
90	m	De	Sk	1	N	N	330		160	160														
91	f	De	Geo	2	N	N																		
92	f	Geo	Sn	1	Y	N																		
93	f	Ru	Geo	2	N	N	268				53							120						
94	f	De	Ge	2	N	N																		
95	f	De	La	1	N	N	322																	320
96	f	Ph	WR	2	N	N	225												130					
97	f	De	Geo	1	N	N	348																	
98	f	Sp	Geo	1	N	N	320																	
99	m	Ch	Ma	1	N	N																		
100	f	De	Phil	2	N	N	200																	
101	m	Ge	Sp	1	N	N																		
102	m	En	Ma	3	N	N																		
103	m	De	WR	2	N	N			80					60				90			172			
104	f	Ch	Sp	1	N	N					380								270					
105	f	Ma	Ch	1	N	N																		
106	f	De	Ev.R.	3	Y	N	161							30					320					140
107	f	De	En	1	N	N											360							
108	f	De	Ge	3	N	N		107	145		120													
109	f	De	WR	2	N	N			108										214					
110	f	De	Phil	3	N	N			315					23	38									
111	m	Sp	En	2	N	N	240					80												
112	m	Ma	Phil	1	N	N									1292									
113	f	De	En	1	N	N		800																
114	m	De	Sp	1	N	N																		
115	m	Sp	Ma	2	N	N						320							240					
116	m	De	Fr	2	N	N	104		216															
117	m	Ma	Ge	1	N	N																		
118	f	Geo	Ma	4	N	N	80		20		188		60						320					
119	f	Bio	Geo	3	N	N	40		70									336						
120	m	Sp	Sk	3	N	N			80									102	180					
121	f	Sp	En	2	N	N	112		25		220													
122	m	En	Sp	3	N	N						320	101						200					
123	m	Sp	Geo	1	N	N																		
124	f	Bio	Geo	2	N	N												140		182				
125	f	Ev.R.	En	1	Y	N																		
126	f	Sp	Fr	2	N	N																		510
127	f	De	WR	1	N	N													274		70	332		
128	f	Geo	En	1	N	Y			2080															
129	f	De	En	1	N	N													360					
130	f	Ma	Ph	1	Y	N																		2080
131	m	Sp	Geo	1	N	N													320					
132	f	En	Bio	1	N	N	320																	

[illegible]

#	GE ND	SUBJ 1	SUBJ 2	SPLIT	ABR OAD	VO L	Focus on education			Focus on teaching					Focus on children with special needs			Focus on free time activities					Focus on interc./FL comp.	
							KIND	HORT	GS	RS	GYM	GES	SBBS	TUT	SNS	MED/ PSY	ASYL UM	HOL CAMP	SPORTS CLUB	CULT URE	SOCIAL PED	RELI PED	AU PAIR	TEACH ASS
177	m	Sp	Ma	1	N	N						736							300					
178	m	Sp	De	2	N	N						64												
179	f	Bio	Sk	2	N	N	200								127				270					
180	f	Bio	En	2	N	N												168	360					
181	m	Sp	WR	1	N	N													271					
182	m	Phil	De	2	N	N			50						2080									
183	m	Sp	Ma	1	N	N																		
184	m	Ge	En	2	N	N												98	245					
185	m	De	Geo	1	N	N	328																	
186	f	Bio	En	1	N	N																		
187	m	Sp	Geo	1	N	N													2080				2340	
188	f	De	Phil	1	N	N	320																	
189	f	En	Geo	1	N	N																	1920	
190	m	Geo	Ma	1	N	N			320															
191	f	Sn	En	2	N	N			144										176					
192	f	En	Geo	1	N	N													320					
193	f	Bio	Ch	2	N	N	264											64						
194	m	Info	WR	2	N	N			265		60													
195	f	Sp	Sn	1	N	N																	1640	
196	m	Bio	Geo	2	N	N												224	108					
197	m	Geo	En	1	N	N													336					
198	f	Sp	Sk	1	N	N													340					
199	m	Sp	Ev.R.	1	N	N													320					
200	m	Sp	WR	2	N	N							52					280						

Appendix C: Coding manual for the QDA

Group A: OTL 1 – Learning situations and processes

A-1	Category name	Teaching <i>sensu stricto</i>
	Description	Passages in which students report that they have been teaching entire lessons or lesson sequences.
	Application	<ul style="list-style-type: none"> when teaching (<i>Unterrichten</i>) or giving lessons (<i>eine Stunde halten</i>) is mentioned explicitly as such, especially when in the school context
	No application	<ul style="list-style-type: none"> when it, i.e. the activity described, only concerns explaining something in an informal setting (--> A2) when it only concerns practicing something repeatedly (--> A3) when it concerns playful and discovering learning, especially when in non-scholar contexts (--> A4)
	Typical example	Bei meinem dreiwöchigen Praktikum in der Grundschule habe ich einen Eindruck davon bekommen, wie es ist Kinder zu unterrichten. In einer zweiten Klasse durfte ich selbstständig zwei Unterrichtsstunden halten, was mir sehr viel Spaß gemacht hat. [TEACH_LANG_3]
A-2	Category name	Explaining
	Description	Passages in which students reflect about the way in which they conveyed their <i>knowledge</i> to the students or supported them in understanding a specific point.
	Application	<ul style="list-style-type: none"> when the words <i>erklären</i>, <i>vermitteln</i>, <i>näherbringen</i> (or similar) are used in the above-described way when they refer to the notion of conveying <i>knowledge</i> (as in a sender-receiver-model)
	No application	<ul style="list-style-type: none"> when the passage concerns teaching <i>sensu stricto</i> (--> A1) when it only concerns practicing something repeatedly (--> A3)
	Typical example	Aber schon damals ist mir aufgefallen, dass es mir sehr Spaß macht, Wissen zu vermitteln und anderen zu Helfen. [INT_HUM_4]
A-3	Category name	Practicing
	Description	As opposed to EXPLAINING, this category rather focusses on passages in which the interns practice something (repeatedly) with the children. The conveyance of knowledge is not as central as processes of automatization.
	Application	<ul style="list-style-type: none"> when students describe how they practice skills (repeatedly), especially with younger children the word <i>üben</i> (or similar) should be used in delineation to the EXPLAINING category
	No application	<ul style="list-style-type: none"> when the passage concerns teaching <i>sensu stricto</i> (--> A1) when it only concerns explaining something in an informal setting (--> A2)
	Typical example	Regelmäßig übte ich mit den Kindern den Umgang mit der Schere und das Entlangschneiden an einer geraden oder gekrümmten Linie. [EDU_HUM_10]
A-4	Category name	Playful and discovering learning
	Description	Passages in which the interns describe that they engaged children in playful or discovering activities (e.g. games, excursions, etc.)

	Application	<ul style="list-style-type: none"> when students write about experiences that have to do with playing games, making music, going on excursions, etc. when the content of what was done was more in the focus than the processes of explaining, practicing, etc.
	No application	<ul style="list-style-type: none"> when the focus is not on what is being done, but on the process of explaining (--> A2), practicing (--> A3), or motivating (--> A5) when the activity resembles teaching <i>sensu stricto</i> (--> A1)
	Typical example	Wir haben viel im Freien gespielt und haben kleine Ausflüge in den Zoo, in Parks oder zu Schulfreunden der Kinder gemacht. [INT_LANG_4]
A-5	Category name	Being motivating
	Description	Passages in which students describe the effort it takes to motivate students to actively take part in the activities they planned.
	Application	<ul style="list-style-type: none"> when students report that they had to motivate children words used: <i>motivieren</i>, <i>andere interessieren</i>, <i>begeistern</i>, or similar
	Typical example	Da dieses Fach [Französisch] an der Regelschule Eisenberg in diesem Jahr nicht für alle Schüler angeboten werden konnte, unterstützte ich die interessierten Jugendlieben beim Erwerb dieser Fremdsprache und half ihnen, nicht nur das bereits Gelernte im Gedächtnis zu behalten, sondern auch neues zu erlernen und so ihre Sprachkenntnisse zu verbessern. Hierbei lernte ich vor allem, andere erfolgreich zum Lernen zu motivieren und mich durchzusetzen. [INT_LANG_1]

Group B: OTL 2 – Educational tasks

B-1	Category name	Conveying norms and values
	Description	Passages in which students claim that they had or wanted to convey values and norms that are considered important in society.
	Application	<ul style="list-style-type: none"> when students try to convey attitudes, norms or values that they find important for children's development of autonomy in society
	Typical example	Der Gedanke hinter der Jugendfeuerwehr ist es, die Kinder von der enormen Sinnhaftigkeit der Feuerwehr zu überzeugen, sodass sie nach Abschluss des 18. Lebensjahres Teil der Einsatzgruppe werden und somit essentielle Aufgaben in der Gesellschaft übernehmen. Ich versuchte den Kindern näher zu bringen, sich frühzeitig in der Kommune zu engagieren und sich als Teil der Dorfgemeinschaft zu erfahren. [FREE_NAT_1]
B-2	Category name	Enforcing rules
	Description	Passages in which students describe that they had to enforce rules or discipline children.
	Application	<ul style="list-style-type: none"> when students report that they had to enforce rules typical words/phrases: Regeln durchsetzen, für Ruhe sorgen, nicht alles durchgehen lassen, etc.
	Typical example	Insgesamt nahmen pro Woche 40- bis 50 Kinder teil, was von allen Betreuern die Umsetzung bestimmter Verhaltensregeln von den Kindern abverlangte. [SN_NAT_2]
B-3	Category name	Solving conflicts
	Description	Passages that describe situations in which students needed to solve various kinds of conflicts (e.g. disputes, home sickness, etc.)
	Application	<ul style="list-style-type: none"> when students write about a problematic situation, a conflict, a dispute, home sickness or other incidents that required their supportive intervention to solve the issue

		<ul style="list-style-type: none"> typical words/phrases: <i>Probleme, Konflikte, Streit, Herausforderungen</i>
	Typical examples	Ich lernte, neue Wege beim Lösen von Problemen (wie Streitigkeiten, Desinteresse oder Widerstreben) zu finden und auch größere Gruppen von Kindern gleichzeitig zu beschäftigen. [INT_LANG_2]

Group C: OTL 3 – Experiences with special needs children

C-1	Category name	Experiences with special needs children
	Description	Passages in which students describe their experiences with children with special needs (in a broad sense, i.e. not only including physical disabilities, but also learning disabilities 'Lernschwäche / Lernbehinderung', overweight, and others)
	Application	<ul style="list-style-type: none"> when students write about their experiences with children with special needs/disabilities (as mentioned above)
	No application	<ul style="list-style-type: none"> if the passage is just about the general heterogeneity of the class (--> E1)
	Typical example	Ich hatte sowohl in der Schule, als auch im Kinderheim täglich mit schwer erziehbaren, behinderten, traumatisierten und gewaltbereiten Kindern und Jugendlichen zu tun. Vor meinem Praktikum war ich mir stets unsicher, ob ich einer solchen Aufgabe gewachsen sein. Beim Erstkontakt war ich tatsächlich etwas unbeholfen, aber ich konnte mich überraschend schnell an die neue Situation gewöhnen. Dass ich diese Herausforderung so gut meistern konnte, war für mich selbst eine große Bereicherung. [SN_LANG_B_3]

Group D: OTL 4 – Intercultural and foreign language experiences

D-1	Category name	Intercultural and foreign language experiences
	Description	Passages in which students describe their experiences which concern both interculturality or foreign languages.
	Application	<ul style="list-style-type: none"> when students write about their experiences with children living in different cultural contexts and school systems (e.g. German school system vs. other school systems) when they report their experiences with second language speakers (e.g. with second language German speakers living in Germany) or with foreign language speakers (when they have been abroad for their internship)
	No application	<ul style="list-style-type: none"> if the passage is just about the general heterogeneity of the class (--> E1)
	Typical example	<p>Die Kinder lernten zu anderen Zeiten, als deutsche Kinder würde ich erfahrungsgemäß behaupten. Der Tagesrhythmus ist nach hinten verschoben und deshalb haben sie später Schulschluss. Häufig haben wir bis 9 Uhr gelernt, weil es u.a. auch viel später Abendessen gab. [INT_NAT_6]</p> <p>Mein ganzer Aufgabenbereich War von der englischen Sprache geprägt. Wenn ich in den Klassen Geschichten vorlesen sollte, den Schülern bei einzelnen Aufgaben geholfen habe, Kontakt zu den Eltern aufbaute oder zwischen mir und meinem Kollegen. Diese Hürde, nicht die eigene</p>

		Muttersprache beim Arbeiten zu nutzen, habe ich schnell überwunden. Die Schüler beachteten es fast gar nicht, dass ich einen deutschen Akzent hatte, und die Lehrer gaben mir positive Rückmeldung zu der Entwicklung meines Englischs. [INT_SP_7]
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Section E: OTL 5 – Diagnosis and counseling

E-1	Category name	Diagnosing learners' heterogeneity
	Description	Passages in which students describe that (contrary to their expectations) each child learns differently with regard a number of variables (e.g. aptitude, motivation, etc.)
	Application	<ul style="list-style-type: none"> when students talk about different preconditions of children with regard to <i>learning processes</i> (e.g. motivation to learn something or to remain concentrated, different aptitudes, different learning strategies, etc.
	No application	<ul style="list-style-type: none"> when the heterogeneity is related to aspects of interculturality or foreign/second language use (--> D1) when the heterogeneity is related to aspects of disabilities/special needs (--> C1)
	Typical example	Schon nach kurzer Zeit stellt ich fest, dass verschiedene Methoden nötig waren, um sie zu motivieren, den Stoff zu vermitteln und mit Ihnen zu lernen, unter anderem, weil sie 3 verschiedene Lerntypen waren. [INT_NAT_2]
E-2	Category name	Observing features of developmental stages
	Description	Passages in which students report that they observed different behavior/attitudes/etc. with regard to the developmental stage (e.g. kindergarten, pre-school, school, puberty, etc.) of the children or their age.
	Application	<ul style="list-style-type: none"> when the students mention the term <i>Entwicklung, Entwicklungsstand</i> in the above mentioned sense when they refer to typical developmental stages of children and youths (e.g. puberty) and their respective features
E-3	Category name	Counseling
	Description	Passages in which students report that they gave advice to parents, children or colleagues.
	Application	<ul style="list-style-type: none"> when the students write about experiences that have to do with counseling words used: Beratung, Beratungsgespräch, beraten, or similar
	Typical examples	Außerdem wirkte ich bei Elternberatungsgesprächen zu den Themen Erziehung, Adipositas Förderstatus, „Willkommensklassen“, etc. mit. [SN_NAT_3]

Group F: OTL 6 – Planning and scheduling

F-1	Category name	Planning schedules and projects
	Description	Passages in which students describe they were involved in planning daily schedules, learning processes or projects.
	Application	<ul style="list-style-type: none"> when students report that there were involved in/responsible for the planning of schedules, learning processes or projects usually expressed with words like: <i>planen, vorbereiten, organisieren</i> or similar
	Typical example	<p>An einem anderen Tag hatte ich die Aufgabe, eine Schatzsuche mit Rätseln und Aufgaben für die Kinder zu planen und auszuführen. Hierbei konnte ich sehr kreativ sein, aber auch lernen, dass im Umgang mit Kindern nicht immer alles so funktioniert, wie man es sich vorgestellt hat und oft improvisieren muss. [EDU_NAT_3]</p> <p>Vormittags leitete ich die Übungen und Spiele und entwickelte mit dem Betreuerteam Konzepte für die Nachmittagsbetreuung. [SN_NAT_2]</p>

Section G: OTL 7 – Supervision and administrative tasks

G-1	Category name	Supervision
	Description	Passages in which students describe that a major task was to supervise the children.
	Application	<ul style="list-style-type: none"> when supervision is a topic in the report often-used words: <i>beaufsichtigen, aufpassen, Aufsicht, Aufsichtsperson</i> etc.
	No application	<ul style="list-style-type: none"> if supervision is regarded as a means to support learning processes (--> A1-5) if supervision is used as a synonym for diagnosis (--> E1-3)
	Typical example	Zum Abschluss der Woche besichtigten wir die Stadt Gera. Dabei konnte ich Erfahrungen in der Beaufsichtigung größerer Gruppen sammeln. [TEACH_NAT_2]
G-2	Category name	Administrative tasks
	Description	Tasks that are explicitly separated from educational tasks in the wider sense in that they have nothing to do directly with working with children.
	Application	<ul style="list-style-type: none"> when students report that they had to fulfill administrative tasks examples: office work, cleaning, preparing meals for children
	Typical example	<p>Hauswirtschaftliche Aufgaben:</p> <p>Meine hauswirtschaftlichen Aufgaben bestanden darin, morgens für die Kinder Frühstück anzufertigen, sowie den Mittagstisch zu decken und danach wieder abzuräumen. Außerdem bereitete ich nachmittags einen Obstteller für die Kinder vor und putzte an einigen Tagen den Kinderladen. Gegen Ende meines BFDs entfielen die hauswirtschaftlichen Aufgaben durch Einstellung einer Haushaltshilfe, sodass ich nur noch für pädagogische Arbeit zuständig war. [EDU_HUM_2-3]</p>

Group H: Meta-evaluation of the internship & conclusions for future prof. development

H-1	Category name	Overall internship evaluation
	Description	General, summarizing thoughts, reflections, and/or evaluation of the students regarding his internship experiences.
	Application	<ul style="list-style-type: none"> when students evaluate (parts of) their internship in a separate paragraph when they use summarizing lexemes, such as <i>alles in allem, zusammenfassend, abschließend</i>
	Typical example	Zusammenfassend lässt sich sagen, dass ich neue und interessante Erfahrungen im Hinblick auf pädagogische Tätigkeiten mit Kindern machen konnte und mich weiterentwickelt habe. [EDU_LANG_8]
H-2	Category name	Reflection concerning choice of institution(s)
	Description	Passages in which students explain why they decided to choose a certain institution or split their practicum.
	Application	<ul style="list-style-type: none"> when the choice of institutions is explicitly justified when institutions are compared to one another concerning their advantages/disadvantages
	Typical example	Ich wollte die 320 Stunden meiner Eingangspraktika gerne in verschiedenen Institutionen absolvieren, um einen größtmöglichen Einblick in pädagogische Berufsfelder zu erhalten und das Verhalten verschiedener Altersgruppen zu erleben. [TEACH-HUM_1]
H-3	Category name	Aims or expectations towards the internship
	Description	Passages in which students articulate what they expected from the internship and what they wanted to achieve.
	Application	<ul style="list-style-type: none"> when students write explicitly about aims/expectations
	Typical example	Persönliches Ziel meines Praktikums war es, den Ablauf im Umgang mit Kindern näher kennenzulernen und vor allem zu lernen, wie es möglich ist, mit Kindern umzugehen, denen es schwerfällt, sich in eine Gruppe zu integrieren oder die Verhaltensauffälligkeiten aufweisen. Im Rahmen meines Praktikums in der Kinderoase konnte ich diese Ziele erfüllen und viel Erfahrung dazugewinnen. [EDU_NAT_7]
H-4	Category name	Reflection on one's own role
	Description	Passages that concern the students' reflections concerning their own role within the pedagogical field; probably in connection with a change of perspective from the student's to the teacher's/educator's point of view.
	Application	<ul style="list-style-type: none"> when students directly mention <i>Rolle</i> or <i>Rollenverständnis</i> or when they use words that express a certain perspective on these roles, such as <i>Blickwinkel</i>, <i>Perspektive</i> or similar
	Typical example	Sowohl damals in meiner Gymnasialzeit, als auch in der ukrainischen Universität, empfand ich es spannend aus der Rolle des Schülers hinauszutreten und in die Rolle der Lehrperson hineinzuschauen. [INT_HUM_5]

Section J: Reflection on determinants of career choice

J-1	Category name	Reflection on professional demands
	Description	Students' awareness that the profession is more/less/as demanding than/as they have expected it to be.
	Application	<ul style="list-style-type: none"> when students compare their expectations with the actual situation often in combination with words/phrases like <i>Herausforderung</i>, <i>ich habe gemerkt, wie schwer es ist, eine große Aufgabe</i> or similar
	Typical examples	<p>Eine besondere Herausforderung bestand für mich in der Notwendigkeit, schnell einen altersgemäßen pädagogischen Bezug zu den Kindern in verschiedenen Settings zu finden und zu halten. [SN_NAT_3]</p> <p>Die Erfahrungen im Feriencamp machten mir bewusst, welche hohe Anforderung es ist, eine Vollzeitbetreuung zu gewährleisten. [FREE_NAT_1]</p>
J-2	Category name	Acceptance and recognition
	Description	Extracts in which students report the importance to become accepted and recognized by children, colleagues, and/or parents
	Application	<ul style="list-style-type: none"> when students write about the importance of being accepted when they mention positive feedback
	No application	<ul style="list-style-type: none"> when the passage is only about the general cooperation with colleagues (→ B6)
J-3	Category name	Perception of one's own ability regarding career choice
	Description	<ul style="list-style-type: none"> Parts of the text in which students articulate why certain experiences strengthened/weakened their motive to become teachers or to study a certain subject.
	Application	<ul style="list-style-type: none"> whenever practical experiences are brought into a direct connection to teacher studies or a certain subject
	Typical example	<ul style="list-style-type: none"> Die Schüler beachteten es fast gar nicht, dass ich einen deutschen Akzent hatte, und die Lehrer gaben mir positive Rückmeldung zu der Entwicklung meines Englischs. Folglich fiel mir die Entscheidung Englisch zu studieren nicht schwer. [INT_SP_7]

Appendix D: Transcripts of the reports

In Appendix D, one can find the complete transcripts of the student's report that were analyzed in Sect. 5.2 with a qualitative data analysis procedure (N=20). The transcripts are sort by practical fields: focus on teaching, education, free time activities, special needs children, and intercultural/foreign language competences.

Focus on teaching

Report 1 | Subject group: Humanities / Social Sciences | No. of chosen institutions: 3

Tag: TEACH_HUM

- 1 Ich wollte die 320 Stunden meiner Eingangspraktika gerne in verschiedenen Institutionen absolvieren, um einen größtmöglichen Einblick in pädagogische Berufsfelder zu erhalten und das Verhalten verschiedener Altersgruppen zu erleben. Mein erstes Praktikum absolvierte ich in der Niederdodeleber Grundschule im Ort „Am Mühlberg“. Dort arbeitete ich mit Kindern im Alter von 6-11 Jahren und übernahm dabei überwiegend betreuende Tätigkeiten. Persönlich habe ich das Betreuen von Kindern im Grundschulalter von Anfang an, als eine Herausforderung betrachtet. In der Arbeit mit den Kindern bestätigte sich diese Annahme. Der Hof der Grundschule war sehr weitläufig und so musste man, wenn man den Überblick behalten wollte, stets aufmerksam sein. So gab zum Beispiel des Öfteren auch Streitigkeiten zwischen Kindern die die volle Aufmerksamkeit meiner Selbst erforderten. In solchen Situationen fiel es mir anfangs schwer adäquat zu reagieren. Am Ende dieses zweiwöchigen Praktikums merkte ich aber, dass ich eine gewisse Ruhe entwickelt hatte und somit besser mit solchen Streitsituationen umgehen konnte. Auch gehören zu dem Berufsfeld des/der Erzieher*in administrative Tätigkeiten die viele Kompetenzen in diesem Bereich voraussetzen. Solche Tätigkeiten beschränken sich nicht nur auf die Planung von Ausflügen, sondern beinhalten zum Beispiel auch das Haushalten mit Fördergeldern. Ihr Beruf beinhaltet also auch Aufgaben die über den pädagogischen Bereich hinausgehen. Eine neue Herausforderung bot im nächsten Praktikum die Arbeit mit Kindern im Gymnasialalter.
- 2 In meinem zweiten Praktikum wollte ich über einen längeren Zeitraum in einer pädagogischen Institution arbeiten und auch mit einer älteren Altersgruppe konfrontiert sein. Daher entschied ich mich das Praktikum in meinem ehemaligen Gymnasium über vier Wochen zu absolvieren. Das Praktikum im Kurfürst-Joachim-Friedrich Gymnasium Wolmirstedt bot mir die Möglichkeit, das Verhalten von Kindern und jungen Erwachsenen in ihrem normalen Schulumfeld zu beobachten. Das Praktikum bot aber nicht nur die Möglichkeit des Beobachtens, sondern ließ mich auch praktische Unterrichtserfahrung sammeln. Dieser Teil des Praktikums hat mir besonders gut gefallen, da er sehr praxisbezogen war. Am Anfang viel es mir noch schwer Unterrichtskonzepte zu bestimmten Themenkomplexen zu entwickeln. Dabei sah ich es zum Beispiel als herausgestellte Schwierigkeit einen Einstieg in die Unterrichtsstunde zu finden. Ich absolvierte insgesamt vier eigene Unterrichtsstunden und merkte dabei, dass ich mit jeder Unterrichtsstunde souveräner wurde. Am Ende viel es mir sogar erstaunlich leicht, vor eine Klasse zu treten und bestimmte Themenkomplexe zu vermitteln. Zusätzlich standen meine Kollegen*innen mir immer beratend zur Seite.
- 3 Da ich bereits zwei Praktika in Bildungseinrichtungen durchlaufen hatte, entschied ich mich dazu, das letzte Praktikum in einem außerinstitutionellen Rahmen zu absolvieren. So arbeitete ich eine Woche als Betreuerin in einem Ferienlager, da dies mich auch adäquat auf zukünftige Klassenfahrten vorbereiten würde. Im Gegensatz zu den anderen beiden Institutionen endete die Verantwortung für die Kinder nicht am Nachmittag. Dies bot mir die Möglichkeit, die einzelnen Charaktere der Kinder besser zu verstehen. Denn wenn man die Kinder fast 24 Stunden täglich betreut lernt man ihren Charakter viel besser kennen als im normalen Schulalltag.
- 4 In der Betreuung im Ferienlager war es besonders wichtig, ein gutes Verhältnis zu den Kindern

aufzubauen. Nur wenn Kinder dir vertrauen kommen sie mit ihren Problemen auch zu dir. Des Weiteren ist es auch wichtig in kritischen Situationen professionell zu handeln. So gab es eine Situation in der einem Kind ein Ball gegen den Kopf geschossen wurde und dieses Kind sogar wenige Minuten bewusstlos war. Während eine andere Betreuerin den Rettungsdienst verständigte, eine weitere das Kind betreute oblag mir die Aufgabe die Eltern des Kindes über den Unfall zu informieren. Dabei war es meine Aufgabe die Eltern nicht nur über den Unfall zu informieren, sondern auch die natürlich besorgten Eltern zu beruhigen und deeskalierend zu wirken. Dieses Erlebnis blieb mir besonders im Gedächtnis, da ich das erste Mal in meinen Praktika mit einer wirklichen Gefahrensituation konfrontiert war. Die 320 absolvierten Stunden gaben mir die Chance mich meiner Freude für den Lehrerberuf zu vergewissern.

Report 2 | Subject group: Languages | No. of chosen institutions: 3

Tag: TEACH_LANG

- 1 Sehr geehrte Damen und Herren,
- 2 ich habe zwei Praktika an der Osterbach Grundschule in Homberg Efze gemacht, ein Praktikum im Kindergarten und eins im Ferienlager. In diesem Sinne habe ich mein Praktikum an drei verschiedenen Institutionen absolviert und habe viele Eindrücke und Erfahrungen gesammelt. Aus diesem Grund kann ich sagen, dass ich ein wenig geübt in dem Umgang mit Kindern bin und dass es mir Spaß macht mit Kindern zu arbeiten, sie zu betreuen und ihnen was beizubringen. Während ich bei dem Praktikum in der Grundschule oft Anweisungen von den Lehrern bekommen habe, war ich bei dem Praktikum im Ferienlager ganz auf mich allein gestellt. Ich musste eine große Verantwortung übernehmen und habe mich als Erstbetreuer, zusammen mit einem Zweitbetreuer, um 25 Kinder gekümmert. Ich habe eine Woche lang zusammen mit den Kindern auf dem Erlebnisbauernhof in Kleinberndten gewohnt. Die Kinder waren zwischen sieben und vierzehn Jahre alt, also war es eine gemischte Gruppe. Mir persönlich hat es sehr gut gefallen, dass die Leiterin des Bauernhofs ein so großes Vertrauen zu mir hatte und ich nach einer kurzen Anweisung die Aufgaben alleine übernehmen konnte. Ich habe gelernt, dass man zu Kindern eine persönliche Bindung herstellen sollte, aber dass man auch mal strenger sein muss, wenn man ernst genommen werden möchte.
- 3 Bei meinem dreiwöchigen Praktikum in der Grundschule habe ich einen Eindruck davon bekommen, wie es ist Kinder zu unterrichten. In einer zweiten Klasse durfte ich selbstständig zwei Unterrichtsstunden halten, was mir sehr viel Spaß gemacht hat. Abgesehen davon habe ich auch mit Kindern, die eine Lese-Rechtschreib-Schwäche haben Klassenarbeiten geschrieben, wodurch ich festgestellt habe, wie wichtig es ist individuell auf jedes Kind einzugehen.
- 4 Durch die Praktika in der Grundschule und im Ferienlager fühle ich mich noch mehr darin bestätigt meinem Wunsch, Lehramt zu studieren, nachzugehen. Ich habe festgestellt, dass die Arbeit mit Kindern sehr schön, aber auch nicht einfach ist. Für mich selber habe ich gelernt, dass ein großes Verantwortungsbewusstsein und viel Geduld dazugehören.

Report 3 | Subject group: Natural Sciences | No. of chosen institutions: 1

Tag: TEACH_NAT

- 1 Im Rahmen meines Eingangspraktikums besuchte ich die Grundschule Saarbachtal Gera und den Kindergarten Am Wald Gera.
- 2 Den ersten Teil des Praktikums absolvierte ich im März 2016 an der Grundschule Saarbachtal. Dort begleitete ich die Schüler einer dritten Klasse im Unterricht, auf einen Wandertag und nach der Schulzeit im Hort bei der Hausaufgabenbetreuung. Ich unterstützte die Lehrer in der Arbeit mit den Kindern durch individuelles Arbeiten mit den Schülern. Vor allem in Mathematik

- und Deutsch nahm ich für die Schüler eine Beraterrolle ein und konnte sie so bei der Lösungsfindung unterstützen. Zum Abschluss der Woche besichtigten wir die Stadt Gera. Dabei konnte ich Erfahrungen in der Beaufsichtigung größerer Gruppen sammeln.
- 3 Den Kindergarten am Wald besuchte ich im Sommer 2016 für zehn Wochen um in diesem Rahmen den zweiten Teil meines Einführungspraktikums zu erfüllen. Hier arbeitete ich vorrangig mit den größeren Kindern im Vorschulalter zusammen, unterstützte aber auch die Betreuer der jüngeren Gruppen und half in der Organisation des Tagesablaufes in der KITA. Zum Alltag gehörte neben der Beaufsichtigung der Gruppen vor allem auch das spielerische Lernen mit den Kindern und die Vorbereitung auf den Eintritt in die Grundschule. Dazu besuchten wir regelmäßig den Geraer Stadtwald. Zudem arbeiteten wir auf das Straßenfest hin, bei dem die Kinder ein eigenes Programm mit Gedichten, Liedern und akrobatischen Einlagen vorführen sollten. Dies erforderte viel Training und pädagogisches Feingefühl.
- 4 Nachdem ich meine ersten Erfahrungen mit den Kindern gesammelt hatte durfte ich auch kleinere Gruppen selbstständig beaufsichtigen und sie beim spielerischen Lernen von Zahlen, ersten Buchstaben und Wörtern unterstützen. Zum Ende meines Praktikums durfte ich auch größere Gruppen alleine beim Spielen beaufsichtigen.
- 5 Im Rahmen meiner beiden sehr unterschiedlichen Praktika konnte ich wertvolle Erfahrungen im Umgang mit Kindern im Alter von ein bis zehn Jahren sammeln. Vor allem das gemeinsame Lernen und die individuelle Arbeit mit den Kindern bereitete mir viel Spaß. Ich lernte Verantwortung zu übernehmen und selbstständig mit Kindern zu arbeiten. Es bereitete mir Freude mein Wissen mit den Kindern zu teilen und durch das gemeinsame Erarbeiten des Wissens ebenfalls neue Erfahrungen zu sammeln. Eine wichtige Erkenntnis für meine berufliche Zukunft war, dass Lehren auch Lernen heißt. Für mich war es sehr wichtig die Frühentwicklung von Kindern zu beobachten und wie wichtig eine gute pädagogische Betreuung für den Lernprozess ist.
- 6 Ich konnte mein Interesse mit Kindern zu arbeiten durch die Praktika bestätigen und freue mich bereits jetzt auf die Praxissemester meines Lehramtsstudiums.

Report 4 | Subject group: Sports | No. of chosen institutions: 3

Tag: TEACH_SP

- 1 NAME [removed, F.H.]
- 2 Als ich bei der Immatrikulation vom Eingangspraktikum für Lehrämter erfuhr waren meine ersten Gedanken über dieses eher negativ. Wieso sollte ich 320 Stunden brauchen um herauszufinden ob es mir liegt mit Kindern und Jugendlichen zusammen zu arbeiten oder nicht. Jedoch habe ich schnell mitbekommen, dass die Erfahrungen und Eindrücke, die ich bei den drei Stationen meines Praktikums sehr aufschlussreich und wertvoll für mich waren und sein werden.
- 3 Die bedeutendsten und auch umfangreichsten Eindrücke von der Arbeit und dem Schulalltag eines Lehrers bekam ich auf der Staatlichen Regelschule Schönbrunn. An dieser Station verbrachte ich 190 Stunden. Ich fungierte als Beobachter und helfende Hand im Unterricht, als Aufsichtsperson im Schulgebäude und auf dem Pausenhof während der Pause und bei den Besprechungen im Lehrerzimmer fühlte ich mich schon fast wie ein Teil dieser Lehrerschaft, was mich persönlich sehr freute und auch jetzt noch fasziniert und motiviert selbst einmal ein Lehrer zu werden. Durch den Umstand, dass ich in diesem Zeitraum auch als Jugendtrainer bei der im Ort ansässigen Fußballmannschaft fungierte, durfte ich teilweise den Sportunterricht mitgestalten und einige Aufwärmungs- und Lockerungsübungen in den Sportunterricht einfließen lassen. Als Praktikant an dieser Regelschule habe ich außerdem den Umstand genossen als Freund und Bekannter sowie als Autoritätsperson für die Schüler zu handeln. Dies machte mir den Aufenthalt an der Schule sehr leicht und auch deshalb kann ich nur von positiven Eindrücken an dieser Station meines Praktikums berichten.

- 4 Wie vorher schon erwähnt verbrachte ich weitere 60 Stunden meines Praktikums mit der D-
- 5 Jugend des Sv Schleusegrund Schönbrunn. Da ich selbst Spieler bei der ersten Männermannschaft des Vereines bin, war es kein Problem als Co-Trainer einzusteigen. Meine Tätigkeit bestand aus der Übungsleitung beim Training und der Betreuung bei und vor den Spielen der Mannschaft. Vor allem bei Trainingsvorbereitung und der Gestaltung des Trainings an sich wurde mir sehr viel Kreativität, Disziplin und Durchsetzungsvermögen abverlangt. Allerdings kam der Spaß vor allem Abseits des Platzes nicht zu kurz. Es machte mir sehr viel Freude mit den Kindern zu arbeiten und diese zum Teil auch sehr harte Arbeit bei Spielen dann mit Erfolg zu krönen.
- 6 Die dritte Station meines Praktikums war die Sport- und Physiotherapie in der Prof. Volhard— Prof. Georg Lenz Klinik Masserberg. Hier fungierte ich als Aufsichtsperson und Trainingspartner für hauptsächlich Jugendliche, die nach einer Verletzung oder Operation an ihrem Muskelwiederaufbau und der Gelenkstärkung arbeiteten. Aus pädagogischer Sicht war es für mich sehr interessant die Jugendlichen in Stress- und Schmerzsituationen handeln und entscheiden zu sehen und inwiefern sich der Umgang mit dieser Situation auf das Gemüt und Art der Kommunikation mit mir veränderte. Dabei erfuhr ich auch das ein oder andere mal Misshandlung und Desinteresse aus Richtung der Jugendlichen.
- 7 Um das Eingangspraktikum zusammen zu fassen, muss ich aus meiner persönlichen Sicht sagen, dass ich vor allem an der Regelschule viel von den Tätigkeiten der praktizierenden Lehrer gesehen und auch im Sportunterricht adaptieren und erfolgreich anwenden konnte. Außerdem habe ich beim Fußball den Erfolg der eigenen Arbeit mit den Jugendlichen feiern dürfen. Aber ich habe in der Masserberger Klinik auch gesehen, dass der Alltag eines Pädagogen nicht nur aus Erfolg und Lob besteht sondern auch aus negativen Erlebnissen. Dennoch fühle ich mich mit meiner zukünftigen Berufswahl wohl, und freue mich auf das anspruchsvolle Berufsleben.

Focus on education

Report 1 | Subject group: Humanities / Social Sciences | No. of chosen institutions: 1

Tag: EDU_HUM

- 1 Hiermit möchte ich eine kurze Darstellung meiner einjährigen Arbeit im Kinderladen Firlefan e.V. während meines Bundesfreiwilligendienstes (BFDs) abgeben. Beschreibung des Arbeitsumfeldes: Der Kinderladen Firlefan ist ein privater Kindergarten in Berlin Charlottenburg. Zur Zeit meiner Tätigkeit bestand er aus etwa 15 Kindern und 3 Erziehern sowie einem BFDler. Die Kinder befanden sich im Alter von 1,5 Jahren bis hin zum Schuleintrittsalter von 6 Jahren. Neben durchschnittlich 3-4 Kindern unter 3 Jahren, hatten alle anderen Kinder ein Alter von 3-6 Jahren. Meine Aufgaben im Kinderladen lagen sowohl im hauswirtschaftlichen, als auch insbesondere im pädagogischen Bereich. Diese werde ich im Folgenden genauer erläutern.
- 2 Hauswirtschaftliche Aufgaben:
- 3 Meine hauswirtschaftlichen Aufgaben bestanden darin, morgens für die Kinder Frühstück anzufertigen, sowie den Mittagstisch zu decken und danach wieder abzuräumen. Außerdem bereitete ich nachmittags einen Obstteller für die Kinder vor und putzte an einigen Tagen den Kinderladen. Gegen Ende meines BFDs entfielen die hauswirtschaftlichen Aufgaben durch Einstellung einer Haushaltshilfe, sodass ich nur noch für pädagogische Arbeit zuständig war.
- 4 Pädagogische, erzieherische Aufgaben:
- 5 Ich beschreibe meine pädagogischen, erzieherischen Arbeiten in dem Rahmen, wie er im normalen Alltag des Kinderladens abläuft. Nach der morgendlichen Entgegennahme der Kinder leistete ich während des gemeinsamen Frühstücks, je nach Ausprägung der alters und entwicklungsbedingten Fähigkeiten der Kinder, Unterstützung bei der Einnahme. Nach dem Frühstück half ich den Kindern beim Anziehen und auf die Toilette gehen, bevor wir auf den nahen Spielplatz gingen. Nach (der Spielplatzzeit oder einem anderen) dem Vormittagsprogramm gab es das

- Mittagessen. Hierzu wurde die Gruppe immer in zwei Hälften geteilt, wodurch ich manchmal alleine eine Gruppe von Kindern beim Essen betreut habe. Nach dem Mittagessen half ich ab und zu beim Schlafenlegen der Kinder. Weiterhin beschäftigte ich mich zusammen mit den Kindern und beobachtete sie in verschiedenen Situationen, wobei ich Auffälligkeiten dokumentierte. Beim Zubereiten des Obstes habe ich mir gerne ein paar Kinder hinzugenommen, damit sie lernen konnten, wie man in der Küche mit den Geräten und den Lebensmitteln umgeht.
- 6 Ab und zu habe ich im Kinderladen bei der Vorschularbeit der älteren Kinder geholfen. Ich habe mit ihnen Arbeitsblätter bearbeitet und Aufgaben erklärt, sodass sie selber zur Erkenntnis und zum Ergebnis der Aufgaben kamen. Diese Arbeitsblätter zielten vor allem darauf ab, Zahlen, Buchstaben und Farben zu lernen, kleine Rechenaufgaben zu lösen, Muster zu erkennen und nachzumalen, Unterschiede in Bildern zu finden und zu benennen und aus einer Reihe ähnlicher Gegenstände den Gegenstand herauszufinden, der nicht hineinpasst. Außerdem habe ich mit den Vorschulkindern das Schreiben von Buchstaben geübt, indem ich die Buchstaben vorschrieb und die Kinder so die Möglichkeiten hatten, diese nachzuschreiben. Weiterführend haben wir dann das Schreiben der Namen der Kinder geübt.
 - 7 Zusammen mit der Vorschullehrerin habe ich mit den Kindern, welche bald eingeschult wurden, die 1. und 2. Klasse einer Berliner Schule besucht. Dort konnten die Kinder am Unterricht teilnehmen, lernen wie man sich dort verhält und zwischen zwei Stunden eine Hofpause erleben. Ich habe den Unterricht aktiv begleitet und die Kinder betreut.
 - 8 Weitere pädagogische Arbeiten fanden z.B. am Waldtag jeden Donnerstag statt, wobei wir den Kindern den Umgang mit der Natur nähergebracht haben, oder am Sporttag, der den älteren Kindern erste Grundlagen des Schulsports näherbrachte.
 - 9 In den freien Phasen spielten wir Lernspiele, bei denen die Kinder Farben und Formen erkennen und Paare finden mussten, sowie lernten, Gegenstände zuzuordnen. Außerdem las ich zusammen mit den Kindern Bücher. Hierbei lernten sie, die Bilder in den Büchern zu beschreiben.
 - 10 Häufig nahm ich mir aus der Gruppe einzelne motivierte Kinder heraus und startete mit ihnen kleine Projekte. Zusammen bastelten wir z.B. kleine Puppen oder, passend zum Herbst, schöne Drachen. Regelmäßig übte ich mit den Kindern den Umgang mit der Schere und das Entlangschneiden an einer geraden oder gekrümmten Linie. Mit anderen Kindern habe ich einen Kalender erstellt, an dem man die Tage abreißen konnte und somit zählen konnte, wie viele Tage es noch bis zu der jährlichen Kinderladenreise waren. Außerdem haben wir einen Stundenplan erstellt, anhand dessen die Kinder sehen konnten, wann welcher Erzieher im Kinderladen ist. Dazu haben wir Tabellen mit den einzelnen Wochentagen und Uhrzeiten gestaltet. Hierbei lernten die Kinder zusätzlich das gezielte Ausmalen.
 - 11 Außerhalb meiner Arbeitszeiten nahm ich auch an den Kinderladenfesten wie Fasching, Weihnachten und dem Martinsfest mit einem Laternenumzug teil. Hierfür habe ich zusammen mit den Kindern Lieder einstudiert.
 - 12 Während meines Abiturs hatte ich eine pädagogische berufliche Ausbildung nur als eines der mich interessierenden beruflichen Ziele angesehen. Das arbeitsreiche und mich herausfordernde Jahr im Kinderladen hat in mir dann den eindeutigen Wunsch erwachsen lassen, mich um eine pädagogische Ausbildung an einer Hochschule zu bewerben, um später den Beruf eines Lehrers ausüben zu können.

Report 2 | Subject group: Languages | No. of chosen institutions: 1

Tag: EDU_LANG

- 1 Im Rahmen des Eingangspraktikums der Uni Jena, habe ich insgesamt 303 Stunden in der Kath. Kindertagesstätte „St.Nikolaus“ und 32,5 Stunden in der Lebenshilfe für Menschen und geistiger Behinderung e.V., Kita „Strolche“ verbracht. Die Aufgaben und Tätigkeiten welche ich in beiden Kindertagesstätten vollbracht habe, unterscheiden sich wenig.

- 2 In der Kita „Strolche“ habe ich meine Zeit größtenteils mit den Vorschulkindern verbracht. Die Kindertagesstätte besitzt einen großen Sportraum, in dem ich mit ihnen Sportspiele mit der Einbeziehung von einfachen Denkaufgaben gespielt habe. Es war äußerst interessant für mich zu sehen, wie sich die Vorschul Kinder mit den Aufgaben beschäftigt haben und sich selber als angehende Schulkinder mit neuen Themen beschäftigt haben. Aus meiner eigenen Beobachtung schlussfolgerte ich, dass die Vorschul Kinder ihre Tätigkeiten austesten wollten mit dem Ziel diese zu erweitern, hierbei half ich ihnen mit Hilfe von verschiedenen Spielideen. In der Kindertagesstätte St Nikolaus war es mir besonders möglich meine eigenen Fähigkeiten einzusetzen und auch zu erweitern.
- 3 Auffällig war hier die hohe Anzahl an ausländischen Kindern mit kaum vorhandenen Kenntnissen über die deutsche Sprache. Diesen Kindern fiel die Integration im Kindergarten zunächst besonders schwer, um dies zu ändern konnte ich jedoch teilweise helfen.
- 4 Zunächst bei einem fünf jährigen Kind, welches mit seinem teilweise aggressiven und aktiven Verhalten besonders auffiel. Das Kind verstand Englisch. Ich konnte mit meinen englisch Sprachkenntnissen gut mit ihm kommunizieren und auch beim Lernen der deutschen Sprache behilflich sein. Wir malten gemeinsam und anschließend sprachen wir über das Gemalte, womit er neue Vokabeln lernen konnte. Beim Spielen mit anderen Kindern begleitete ich ihn manchmal und konnte beobachten wie er von Zeit zu Zeit Freunde gewann.
- 5 Im Laufe der Zeit kamen weitere neue Kinder in die Kindertagesstätte dazu, welche ebenfalls kaum Deutsch sprachen. Hierbei konnte ich nicht nur mit einem Englisch helfen, sondern auch mit meiner eigenen Muttersprache, Kurdisch. Ich redete mit den Eltern und gab ihnen zusammen mit den Erziehern Ansatzpunkte, bei denen sie selber bei der Integration ihrer Kinder in der Kindertagesstätte behilflich sein konnten. Meine Aufgabe war es nun, besonders die Kinder welche Kurdisch sprachen, zu begleiten. Ich war beim täglichen Essen dabei und auch beim Spielen auf dem Hof.
- 6 Weitere Aufgaben in beiden Kindertagesstätten war es, beim Essen und beim Schlafen aller Kinder aufzupassen, mit den Kindern drinnen und auf den Hof zu spielen sowie die Aufsicht bei Ausflügen mit zu übernehmen.
- 7 In der Kita „Strolche“ war mein Verhältnis zu den Kollegen angenehm. Mir wurde viel anvertraut, jedoch gab es auch Grenzen, so konnte durfte ich mich nicht viel mit Kindern mit körperlicher und geistlicher Behinderung beschäftigen.
- 8 Durch meinen langen Aufenthalt in der Kindertagesstätte St Nikolaus, war hier mein Verhältnis zu den Kollegen sehr gut. Es wurde mir oft gesagt, wie sehr sie meinen Aufenthalt bei ihnen schätzen. Zusammenfassend lässt sich sagen, dass ich neue und interessante Erfahrungen im Hinblick auf pädagogische Tätigkeiten mit Kindern machen konnte und mich weiterentwickelt habe.

Report 3 | Subject group: Natural Sciences | No. of chosen institutions: 2

Tag: EDU_NAT

- 1 Vom 17.Juli 2017 bis 28.Juli 2017 absolvierte ich im Rahmen meines Eingangspraktikums an der Friedrich-Schiller-Universität Jena ein Praktikum in der Kinderoase Beilrode. Diese ist eine integrative Kindereinrichtung, die sowohl Vorschulinder als auch Schulkinder bis zur Vollendung der 4. Klasse besuchen. Während ich die Kinder der Kinderoase Beilrode in vorangegangenen Praktika ausschließlich in der Schulzeit betreute, hatte ich in diesem Praktikum die Chance, sie in den Sommerferien zu begleiten. Im Rahmen des Ferienprogrammes des Hortes nahm ich aktiv an der Gestaltung der Ferienfreizeit und der damit verbundenen Betreuung der Kinder teil.
- 2 So unternahmen die Kinder in einer Gruppe im Alter von 7-11 Jahren in Begleitung ihrer Erzieher und mir einen Waldspaziergang, um Umwelt und Tiere näher kennenzulernen, besuchten einen Bieberhof, auf dem die Kinder den Lebensraum der Bieber erkundeten und selber fischen konnten und machten einen Ausflug in das nahegelegene Schwimmbad. Vor allem hier fiel mir das Ausmaß der Verantwortung auf, das auf den Pädagogen liegt. Gerade die jüngeren Kinder sind noch

nicht vollständig in der Lage, Gefahren einzuschätzen und Handlungen abzuwägen. Es war schwer, auf jedes Kind ein Auge zu werfen, um Verletzungen oder Unfälle zu vermeiden.

- 3 Während Camping Spielen im Gelände des Hortes, übte ich mit den Kindern Koordination und Genauigkeit, indem sie lernten, auf Stelzen zu laufen oder Flugzeuge zu basteln. An einem anderen Tag hatte ich die Aufgabe, eine Schatzsuche mit Rätseln und Aufgaben für die Kinder zu planen und auszuführen. Hierbei konnte ich sehr kreativ sein, aber auch lernen, dass im Umgang mit Kindern nicht immer alles so funktioniert, wie man es sich vorgestellt hat und oft improvisieren muss. An anderen Tagen begleitete ich die Kinder während Sportspielen oder auf der Sommerrodelbahn.
- 4 Bei allen Aktivitäten fiel mir auf, wie sehr es die Kinder genossen, außerhalb der Schule nahezu uneingeschränkte Aufmerksamkeit zu bekommen. Sei es bei Kartenspielen oder beim Erzählen von Erlebnissen; sie haben sich gefreut, individuelle Zuwendung zu bekommen. Im Vergleich zu Praktika während der Schulzeit waren die Kinder viel ausgeglichener und ruhiger.
- 5 In diesem Zusammenhang ist mir aber auch aufgefallen, wie schwer es für eine Erzieherin oder einen Pädagogen ist, in einer Gruppe von circa 20-25 Kindern jedem Kind genug Aufmerksamkeit entgegenzubringen bzw. individuell zu betreuen. Dies ist bei so einer Gruppenstärke kaum möglich, aber dennoch wichtig. Vor allem bei verhaltensauffälligen Kindern mit hohem Potenzial zu Aggressivität, wie ich es während meines Praktikums an einem Kind selbst erleben konnte, kommt den Pädagogen eine große Aufgabe zu. Denn es gilt in diesem Zusammenhang, Verletzungen zu vermeiden und den Gruppenzusammenhalt trotz „Störungen“ aufrechtzuerhalten.
- 6 Für meine Zukunft als Lehrerin lernte ich neben den schon genannten Aspekten, dass auch die Elternarbeit bedeutsam ist. Es ist nicht nur wichtig, zu wissen, in welchen Verhältnissen die Kinder aufwachsen, sondern auch die aktive Zusammenarbeit mit den Eltern ist von Bedeutung, um bei Verhaltensauffälligkeiten oder Lernschwierigkeiten gemeinsam Lösungen zu finden.
- 7 Persönliches Ziel meines Praktikums war es, den Ablauf im Umgang mit Kindern näher kennenzulernen und vor allem zu lernen, wie es möglich ist, mit Kindern umzugehen, denen es schwerfällt, sich in eine Gruppe zu integrieren oder die Verhaltensauffälligkeiten aufweisen. Im Rahmen meines Praktikums in der Kinderoase konnte ich diese Ziele erfüllen und viel Erfahrung dazugewinnen.

Report 4 | Subject group: Sports | No. of chosen institutions: 2

Tag: EDU_SP

- 1 Mein sechswöchiges Praktikum habe ich in der Kindertagesstätte „Farbklecks“ in Wolfen absolviert. Dieser Kindergarten ist eine integrative Einrichtung und verfolgt unter anderem das Ziel der Inklusion, das heißt, es werden auch Kinder mit Behinderungen oder weiteren Benachteiligungen betreut.
- 2 Ich habe dort das Team in ihrer pädagogischen Tätigkeit als Erzieher unterstützt und habe vor allem mit Kindern im Alter von drei bis sechs Jahren gearbeitet. Durch das Praktikum wollte ich vor allem einen ersten Eindruck in die Arbeit mit Kindern bekommen.
- 3 Nach ein paar Wochen der Eingewöhnung in der Einrichtung, war ich überwiegend für den Teilbereich Werkstatt zuständig. Dort konnte ich die Kinder an das Arbeiten mit verschiedenen Materialien heranzuführen, wodurch sie zum Beispiel einige handwerkliche Arbeitsmethoden kennenlernten und zum Bauen und Herstellen von einfachen Gegenständen motiviert wurden. Durch das offene Konzept der Einrichtung, das durch Offenheit und Freiwilligkeit definiert ist, konnten die Kinder ihrer Kreativität freien Lauf lassen. Als Betreuer unterstützt man deshalb in solchen Situationen vielmehr nur als Helfer, damit die Kinder selbstständig und auf ihre individuelle Weise handeln.
- 4 Im Allgemeinen konnte ich viele neue Aspekte des pädagogischen Handelns mit Kindern kennenlernen und neue Erfahrungen sammeln. In meiner Tätigkeit konnte ich erkennen, wie wichtig es ist, eine Beziehung zu einem Kind aufzubauen. Eine gute Bindung zu einem Kind ist eine wichtige Grundlage für die pädagogische Arbeit zwischen Erzieher und Kind.

- 5 Eine weitere Grundlage meiner Tätigkeit war das Beobachten der Kinder, wobei ich viele neue Verhaltensweisen im Handeln von Kindern erfahren konnte. Durch das Beobachten von z.B. dem Spielverhalten und der Kommunikation mit Anderen, konnte ich einige Verhaltensmerkmale und den Entwicklungsstand des Kindes erkennen. Dadurch lernte ich viele Eigenschaften eines Kindes kennen, um in verschiedenen Situationen das pädagogische Handeln zu erlernen. Letztendlich konnte ich durch das Arbeiten mit Kindern erfahren, wie und wo man sinnvolle pädagogische Grenzen setzt.
- 6 Rückblickend auf meine Tätigkeit in der Kindertagesstätte kann ich einige Erfahrungen für meinen zukünftigen Beruf als Lehrer mitnehmen. Die für mich wichtigste Erkenntnis ist, dass eine gute Bindung zwischen Erzieher und Kind eine entscheidende Grundlage für das pädagogische Handeln ist, auch wenn persönliche Eigenschaften im Wege stehen könnten.

Focus on free time activities

Report 1 | Subject group: Humanities / Social Sciences | No. of chosen institutions: 2

Tag: FREE_HUM

- 1 Ich habe mein Eingangspraktikum bei zwei verschiedenen Institutionen absolviert. Einerseits gebe ich nach der Universität Nachhilfe, dies sehe ich zu einem gewissen Grad auch als Vorbereitung auf meine spätere Tätigkeit als Lehrer. Mir ging es darum, wenn ich im späteren Verlauf meines Studiums dann vor Kindern stehe, schon Erfahrungen gemacht zu haben, wenn natürlich in einem kleineren Rahmen. Hierbei hat mir besonders gut gefallen zu sehen, wenn die Schüler sich nach einiger Zeit Stück für Stück verbessern, und man sieht, dass man einen Unterschied macht. Ich erinnere mich beispielsweise an eine Szene zu Schuljahresende, wo extra die Eltern gekommen sind um mir ein kleines Geschenk zu überreichen und sich persönlich bei mir zu bedanken. Da merkt man als Lehrer, dass man seine Arbeit gut erledigt hat.
- 2 Da ich mein Praktikum auch während der Semester absolviert habe, fand ich es außerdem spannend die in den jeweiligen Vorlesungen gewonnen Erkenntnisse bspw. in der pädagogischen Psychologie auch in die Tat umsetzen zu können. Natürlich gab es Kinder, welche absolut keine Lust auf Nachhilfe hatten und mehr oder weniger von ihren Eltern hingeschleift wurden, hierbei fand ich es anstrengend die Motivation in den Kindern wachzukitzeln und sie auch geistig anwesend zu halten. Mit unmotivierten Schülern muss man als Lehrer (leider) immer mal rechnen, deshalb betrachte ich dies auch als weitere Herausforderung für meine weitere Zukunft.
- 3 Auch habe ich in einem kleinen Rahmen die organisatorischen Herausforderungen kennengelernt, welche auf einen zukommen können. Manchmal erkrankten kurzfristig Kollegen, wo es dann galt einen Teil der Schüler möglichst kurzfristig und reibungslos zu übernehmen. Ebenso haben Schüler teilweise ihre Sachen zu Hause vergessen, da war man als Lehrer gefordert zumindest einige Materialien aus dem Hut zu zaubern, damit effektiver Unterricht stattfinden konnte.
- 4 Den zweiten Teil meines Praktikums habe ich in einem anderen Rahmen unternommen. Hierbei war ich zwei Wochen lang Betreuer in einer Ferienfreizeit, dadurch wollte ich auch in einem anderen Teil der Pädagogik tätig werden. Eine Woche habe ich mit 12-17-jährigen an der Ostsee verbracht, eine Woche mit 8-12-jährigen an einem See in Brandenburg. Mir ist aufgefallen, dass es einen Unterschied macht ob man Kinder beispielsweise ein- oder zweimal die Woche sieht, oder ob man eine ganze Woche mit ihnen zusammen ist. In einer Woche können schonmal Spannungen entstehen, die es dann gilt aufzulösen und alle Wogen zu glätten.
- 5 Auch gibt es einen Unterschied zur Zusammenarbeit mit den Kollegen. Auch wenn in der Nachhilfe hin und wieder die Notwendigkeit bestand sich mit Kollegen auszutauschen, war man doch weitestgehend autark in seiner Stundengestaltung. In einem Ferienlager besteht eine viel größere Notwendigkeit an einem Strang zu ziehen und sich auch blind auf den Kollegen verlassen zu können.
- 6 Besonders in Erinnerung ist mir eine Szene in meiner zweiten Woche geblieben. Ein 8-jähriges Kind

hatte Heimweh und wollte eigentlich abgeholt werden. Wir haben versucht ein Thema zu finden wo rüber er sich begeistert hat um ihn ein bisschen abzulenken. Es stellte sich heraus, dass es einige Kin der mit ähnlichen Interessen gab welche sich dann durch unseren Anstupser gefunden haben. Von Heimweh war die ganze Woche keine Rede mehr. Es ist schön zu sehen, wenn die Kinder eine schöne Zeit haben und man selbst einen großen Teil dazu beiträgt.

Report 2 | Subject group: Languages | No. of chosen institutions: 3

Tag: FREE_LANG

- 1 um mich auf das Lehramtsstudium vorzubereiten -aber auch um herauszufinden, welche Fächer mir am meisten zusagen -habe ich im ersten Halbjahr des Schuljahres 2015/2016 ein Praktikum am Friedrich-Schiller-Gymnasium absolviert. Ich hatte mir zum Ziel gesetzt, mehr über den Beruf des Lehrers zu erfahren und einen Einblick zu erhalten, was während einer Unterrichtsstunde hinter den Kulissen passiert.
- 2 Hauptaugenmerk legte ich auf die Fächer Deutsch und Englisch, habe dann aber später zu Deutsch und Wirtschaft und Recht gewechselt. Das Zwiegespräch mit Lehrern abseits des Unterrichts hat mir dabei geholfen, die Anforderungen an einen Lehrer und dessen Arbeitsalltag besser verstehen zu können. Ich stellte mir also einen Stundenplan zusammen, der mir erlaubte, Schüler aller Altersklassen von der fünften bis zur zwölften Klasse im Unterricht zu begleiten. In Absprache mit den Fachlehrern habe ich also Schülern bei Aufgabenstellungen geholfen und Tipps gegeben, ohne ihnen die Arbeit abzunehmen. Sehr wichtige Erfahrungen habe ich auch gesammelt, indem ich das Geschehen während der Stunden aus einem anderen Blickwinkel betrachtet habe. Da ich im Gegensatz zu den Schülern nicht daran gebunden war, die Aufgaben zu lösen, hatte ich den Freiraum, gezielt darauf zu achten, wie Lehrer mit unterschiedlichen Situationen umgehen. Wie reagieren sie, wenn ein Schüler nicht mitkommt? Welche Maßnahmen treffen sie, wenn es zu laut wird, und wie wirken sich diese aus? Wie gehen sie mit Streitigkeit von Schülern außerhalb des Unterrichts um?
- 3 Um das Praktikum abzurunden, habe ich im Frühjahr 2016 die Klassenfahrt einer siebten Klasse begleitet und die Rolle einer weisungsbefugten Begleitperson übernommen. Dabei habe ich alle anfallenden Aufgaben mit den Klassenlehrern gemeinsam übernommen, zum Beispiel die Beaufsichtigung während Wanderungen, das Organisieren von Freizeitaktivitäten in der Herberge und die Nachtwache.
- 4 Auch außerhalb der Schule habe ich bereits mit Kindern und Jugendlieben gearbeitet. So habe ich im Eisenberger Sportverein in der Abteilung für Karate regelmäßig die Erwärmung der Kindergruppe sowie deren Betreuung bei Gemeinschaftlichen Veranstaltungen wie Weihnachtsfeiern übernommen. Auch wenn diese Aufgabe eher aus der Notwendigkeit geboren wurde als aus der Absicht, mein Eingangspraktikum zu absolvieren, habe ich hier viel über die Motivation von Kindern im Alter zwischen sieben und vierzehn Jahren gelernt. Denn insbesondere in ihrer Freizeit fällt es jungen Menschen schwer, sich auf das zu konzentrieren, was von ihnen verlangt wird.
- 5 Alles in allem haben diese Aktivitäten mir gezeigt, wie viel Spaß es mir macht, anderen etwas beizubringen, und mich in meinem Wunsch bestätigt, Lehrer zu werden.

Report 3 | Subject group: Natural Sciences | No. of chosen institutions: 1

Tag: FREE_NAT

- 1 Das Eingangspraktikum absolvierte ich bei der „Freiwilligen Feuerwehr Ecklingerode“. Die Ecklingeröder Feuerwehr umfasst derzeit eine Kinder- und Jugendfeuerwehr mit 31 Kindern zwischen 6 und 18 Jahren. Diese ermöglicht den Kindern, welche größtenteils aus guten sozialen Verhältnissen stammen, eine sinnvolle und fördernde Freizeitgestaltung. Durch gemeinsame Spiele, Wettkämpfe, Ausflüge und der Durchführung kleiner Tätigkeiten in der Kommune, lernen die Kinder füreinander Verantwortung zu übernehmen und soziale Kompetenzen aufzubauen. Zusammen mit 4 anderen Kammeraden der „Freiwilligen Feuerwehr Ecklingerode“ war ich für die Betreuung der Kinder, an 2 bis 3 Nachmittagen in der Woche zuständig. Im jährlichen, dreitägigen Ferien-camp, war ich bei der Aufsicht und Organisation mitbeteiligt. Es war eine Herausforderung spannende und sinnvolle Beschäftigungen für die Kinder zu entwickeln. Von der Schnitzeljagd, Fußball oder Naturerkundungsspielen waren alle Kinder begeistert. Beim gemeinsamen Grillen konnten wir unsere Erlebnisse austauschen. Die Erfahrungen im Ferien-camp machten mir bewusst, welche hohe Anforderung es ist, eine Vollzeitbetreuung zu gewährleisten. Der herzliche Dank der Eltern und besonders der Kinder bestätigten mir, dass meine Arbeit und Organisation positiv für die Feuerwehr waren. Der Gedanke hinter der Jugendfeuerwehr ist es, die Kinder von der enormen Sinnhaftigkeit der Feuerwehr zu überzeugen, sodass sie nach Abschluss des 18. Lebensjahres Teil der Einsatzgruppe werden und somit essentielle Aufgaben in der Gesellschaft übernehmen. Ich versuchte den Kindern näher zu bringen, sich frühzeitig in der Kommune zu engagieren und sich als Teil der Dorfgemeinschaft zu erfahren. Dazu gehören Tätigkeiten, wie dem Einfahren der Weihnachtsbäume im Januar, das Sammeln von Feuerholz für das traditionelle Osterfeuer des Ortes, oder die Überprüfung der Hydranten im Herbst. Dabei motivierte ich die Kinder und brachte ihnen den Sinn, von der Übernahme ehrenamtlicher Arbeit näher. Es ist wichtig für einen knapp 780 Einwohner Ort wie Ecklingerode, dass möglichst jeder ein paar gesellschaftlich sinnvolle Aufgaben übernimmt, da die finanziellen Mittel oft knapp sind und das Leben im Dorf attraktiv bleibt. Weiterhin lehrte ich Fachwissen für anstehende Wettkämpfe, dafür war es wichtig den Kindern die geforderten Kenntnisse und Fertigkeiten zu vermitteln. Dabei habe ich gelernt, behutsam und geduldig auf Fragen und Lernschwierigkeiten zu reagieren. Bei der Brandschutzerziehung lernen die Kinder den Umgang mit Feuer, bestimmte Knotentechniken, das Auf- und Abbauen sogenannter Gruppenstafetten, sowie einige allgemeine Fakten über die Feuerwehr. Es war erfüllend zu sehen, wie von mir vermitteltes Wissen umgesetzt wurde und dadurch einige erste, zweite und dritte Plätze bei Wettkämpfen gewonnen wurden. Es war schön die Dankbarkeit der Kinder zu erfahren und strahlende Augen zu sehen. Allerdings wurden auch manche Wettkämpfe mit schlechteren Ergebnissen abgeschlossen. In diesen Situationen war es wichtig, als tröstende Bezugsperson zu agieren und aufbauende Worte zu finden. An diesen emotionalen Reaktionen merkte ich, welchen hohen Stellenwert die Jugendfeuerwehr für die Kinder hat und das sie mich als Vertrauensperson akzeptierten. Das Eingangspraktikum machte mir bewusst, wie wichtig die pädagogische Arbeit für die Entwicklung und Förderung für Kinder und Jugendliche ist. Die Erfahrungen bei der Jugendfeuerwehr bestärken wesentlich meine Entscheidung für die spätere Arbeit mit Kindern und Jugendlichen im Lehramt.

Report 4 | Subject group: Sports | No. of chosen institutions: 1

Tag: FREE_SP

- 1 Für die Rückrunde der Fußballsaison 2014/2015 und die komplette Saison 2015/2016 übernahm ich zusammen mit 3 weiteren ehrenamtlichen Trainern die Betreuung der Bambini-Mannschaft des Kickers94 Markkleeberg. Die Kinder im Alter von 5 bis 7 Jahren gingen meist ihre ersten Schritte auf dem Fußballplatz. Da ich selbst aktiv Fußball spiele, konnte ich meine jahrelangen Erfahrungen in das Training mit einfließen lassen. Meine Aufgabe war es das Freitagstraining mit einem weiteren Übungsleiter zu gestalten, in dem die Kinder auf mögliche Spiele am Wochenende vorbereitet werden sollten. Die Trainingseinheit bestand aus einer kurzen Erwärmung, einem Hauptteil, bei dem die Gruppe meist geteilt wurde, um ein gezielteres Training zu ermöglichen

und einem abschließenden Spiel, damit der Spaßfaktor nicht zu kurz kommt. Zudem habe ich das Team bei Freundschaftsspielen begleitet und unterstützt. Bei meiner Trainertätigkeit habe ich gelernt, dass es sehr viel Engagement und Ausdauervermögen benötigt, um Kinder in diesem Alter optimal zu unterstützen. Besonders anstrengend waren die Erklärungen vor einer Übung, da der Eifer und Tatendrang der Kinder oft zu einer Unruhe geführt hat. Da ich Sportlehrer werden möchte, gab mir diese Tätigkeit eine hervorragende Möglichkeit, die Abläufe vor und nach einer Sporteinheit zu sehen. Ich bekam meist ein direktes Feedback, wie eine Übung bei den Kindern ankam und konnte so viele Erfahrungen über die Verhaltensweisen der jungen Kinder sammeln. Der unterschiedliche Umgang mit Kritik wurde sehr stark deutlich. Es gab Kinder, die sofort die Lust verloren und das Training verließen. Dementsprechend war ein sehr sensibler Umgang in diesen Fällen sehr wichtig. Neu und erschreckend für mich waren die schlechten koordinativen Voraussetzungen. Einfache Übungen (z.B. auf einem Bein springen) bereiteten schon große Probleme. Im Laufe meiner ehrenamtlichen Tätigkeit konnte ich diese Fähigkeit mit den anderen Übungsleitern sichtbar verbessern. Insgesamt wurde ich von langjährigen Trainern und auch von den Eltern mit offenen Armen empfangen. Sie waren sehr dankbar für die Hilfe. Die ehrenamtliche Tätigkeit hat mir gezeigt, wie individuell die sportliche Ausprägung der Kinder bereits in so jungen Jahren ist. Unterschiedliche Lehrmethoden sind somit unumgänglich für den Erfolg einer Unterrichtseinheit.

Focus on children with special needs

Report 1 | Subject group: Languages (A) | No. of chosen institutions: 1

Tag: SN_LANG_A

- 1 Zuerst absolvierte ich 3 Monate lang ein soziales Praktikum beim Arbeiter-Samariter-Bund mit 20 Stunden/Woche. Ich arbeitete an einer sonderpädagogischen Grundschule. Dort wurde ich einem Kind mit sonderpädagogischem Förderbedarf zugewiesen, das ich durch den Schulalltag im Unterricht sowie in den Pausen betreuen/begleiten sollte. Somit sammelte ich Erfahrungen mit kleineren Schulkindern. An 2-3 Tagen machte ich auch Urlaubsvertretung an einem Kindergarten und betreute dort einen kleinen Jungen mit sonderpädagogischem Förderbedarf.
- 2 Außerdem gab ich nebenbei Nachhilfe (verschiedene Fächer) sowie Musikunterricht in der Einrichtung Südstadtkids e.V. Heilbronn und sammelte auch dort pädagogisch wertvolle Erfahrungen (gehört zum diakonischen Werk).
- 3 Zuletzt absolvierte ich ein halbes Jahr lang einen Bundesfreiwilligendienst beim DRK-Kreisverband Leipzig e.V. Dort war ich im Schulsanitätsdienst tätig. In der Vollzeit-Beschäftigung führte ich Vorbereitungen für den Schulsanitätsdienst und die Erste-Hilfe-Arbeitsgemeinschaft „Schulsanitätsdienst“ selbst an verschiedenen Schulen durch (Grund- sowie Mittelschulen und Gymnasien). Außerdem hielt ich mehrmals eine Unterrichtseinheit bei einem Erste-Hilfe-Lehrgang (dort waren ebenso unter 18-Jährige Jugendliche anwesend.) Hier sammelte ich v.a. Erfahrungen, die der Unterrichtsplanung, -gestaltung und -durchführung sehr nahe kommen.
- 4 Nach Antritt meines Lehramtsstudiums wurde ich als Betreuer in einem Ferienlager tätig. Der straffe Zeitplan und der wenige Schlaf machten mir nichts aus, da ich Spaß mit den Kindern hatte. Zudem hielt ich jeden Tag eine Stunde oder Doppelstunde Matheunterricht „mal etwas anders“ und konnte sozusagen probeweise schon einmal vor einer Klasse stehen. Außerdem ist es interessant zu sehen, wie andere Betreuer ihre Aufgabe handhaben und mit den Kindern umgehen.

Report 2 | Subject group: Languages (B) | No. of chosen institutions: 2

Tag: SN_LANG_B

- 1 Mein Eingangspraktikum absolvierte ich zum einen Teil in einer Grundschule und zum anderen in einem Kinderheim. Somit hatte ich die Möglichkeit, mit Kindern und Jugendlichen sowohl im institutionellen Rahmen von Schule, als auch im Alltag und der Freizeit zusammenzuarbeiten. Beides hat mir sehr großen Spaß gemacht und ich empfand es immer als besondere persönliche Freude, wenn jemand aus eigenem Antrieb auf mich zukam, um mit mir z.B. über Literatur zu reden oder Informationen über eine bestimmte Sache herauszufinden. Dabei ist mir klargeworden, wie viel produktiver man sein kann, wenn man es schafft bei einer Klasse echtes Interesse zu wecken, und dass auch der Erkenntnisgewinn für die Schüler dann viel größer ist.
- 2 Was mir selbst als Schüler nie aufgefallen ist, ist wie banal sich manche Probleme und Sorgen von Kindern und Jugendlichen anhören können. Die Herausforderung für mich bestand dann darin, auch diese Dinge ernst zu nehmen, die für mich persönlich nicht ganz nachvollziehbar sind. Und auf der anderen Seite habe ich auch gesehen, wie gut manche von ihnen mit wirklich schwerwiegenden Problematiken zurechtkamen, und dass Kinder viel stärker und tapferer sein können, als ich angenommen hatte. Ich urteile nicht leichtfertig über andere Menschen, aber in manchen Situationen während meiner Praktika ist mir bewusst geworden, dass ich einige Kinder bzw. Jugendliche und ihre Fähigkeiten unterschätzt hatte. Meine Unvoreingenommenheit hat mir insgesamt sehr weitergeholfen. Es war gut, dass ich niemanden anhand seiner Vorgeschichte beurteilt habe, sondern dass ich offen und vorurteilsfrei auf die Kinder zugehen konnte und mir so selbst ein Bild von ihnen machen konnte. Öfters wurden auch meine Geduld und meine "innere Ruhe" von meinen Kollegen als positiv bewertet. Meiner Betreuerin zufolge färbte dieses Verhalten auch auf die Kinder ab, wenn ich mit ihnen Zeit verbrachte. Natürlich muss jede Geduld auch Grenzen haben, aber es war mir stets sehr unangenehm, wenn ich in Extremsituationen mal lauter werden musste. Meiner Meinung nach muss ich noch lernen, in solchen Fällen selbstbewusster zu sein.
- 3 Ich hatte sowohl in der Schule, als auch im Kinderheim täglich mit schwer erziehbaren, behinderten, traumatisierten und gewaltbereiten Kindern und Jugendlichen zu tun. Vor meinem Praktikum war ich mir stets unsicher, ob ich einer solchen Aufgabe gewachsen sein. Beim Erstkontakt war ich tatsächlich etwas unbeholfen, aber ich konnte mich überraschend schnell an die neue Situation gewöhnen. Dass ich diese Herausforderung so gut meistern konnte, war für mich selbst eine große Bereicherung.
- 4 Mit meinen Kollegen kam ich sehr gut zurecht, auch wenn ich in diesem Punkt noch aktiver werden könnte. Was mich sehr überrascht hat, war die Tatsache, wie gestresst und überarbeitet die meisten waren. Es gab eigentlich die ganze Zeit weniger Arbeitskräfte, als benötigt wurden. Sehr inspirierend für mich war, dass sich durch Kommunikation und Zusammenarbeit innerhalb der Kollegenschaft immer wieder Lösungen für daraus entstandene Probleme finden ließen.

Report 3 | Subject group: Natural Sciences | No. of chosen institutions: 2

Tag: SN_NAT

- 1 Ich habe das auf 320 Arbeitsstunden für Lehramtsstudierende festgeschriebene Eingangspraktikum in 2 verschiedenen Institutionen abgeleistet. Ein 3-wöchiges Praktikum absolvierte ich während eines Fußball-Feriencamps (135 h) des SV Eintracht Mahlsdorf. Die verbleibenden 185 Stunden verbrachte ich als Praktikant im Kinder und Jugendgesundheitsdienst des Gesundheitsamtes Tempelhof-Schöneberg von Berlin. In beiden Einrichtungen stand die pädagogische Kinderbetreuung im Vordergrund meiner Arbeit.
- 2 Im Laufe meines 3-wöchigen Praktikums beim SV Eintracht Mahlsdorf leitete ich Gruppen mit 8-13 Kindern im Alter zwischen 6 und 13 Jahren, pro Woche wechselten die Kinder, so dass ich den pädagogischen Bezug aufbauen und halten konnte. Insgesamt nahmen pro Woche 40- bis 50

Kinder teil, was von allen Betreuern die Umsetzung bestimmter Verhaltensregeln von den Kindern abverlangte. Dies war gerade am Anfang für mich eine neue spannende Erfahrung und ich konnte gut erkennen wie und wodurch die verschiedenen Betreuer erfolgreich oder weniger erfolgreich waren und dies auf mein Handeln übertragen. Vormittags leitete ich die Übungen und Spiele und entwickelte mit dem Betreuerteam Konzepte für die Nachmittagsbetreuung. Dabei kam es darauf an, den Teamgeist der Kinder zu stärken und sie für gemeinsame Aktivitäten außerhalb des freien Spiels zu interessieren. Besonders schwierig gestaltete sich die Integration nicht so sportlicher und übergewichtiger Kinder in die Gruppen. Diesen Kindern Selbstvertrauen und den Spaß am Sport in der Gruppe zu vermitteln, stellte mich immer wieder vor neue Situationen und Herausforderungen. Besonderen Spaß machte es, mit den Kindern gemeinsame Ziele und Aktivitäten zu erarbeiten. Zu meinen Aufgaben als Teil des Betreuerteams gehörten u.a.: die pädagogische Betreuung und Integration neuer Kinder in bereits bestehende Gruppen, das Aufstellen und Durchsetzen von Regeln für das gemeinsame Spiel und den gemeinsamen Zeitvertreib und das Elternfeedback zum Verhalten des Kindes.

- 3 Im anschließenden Praktikum beim Kinder- und Jugendgesundheitsdienst des Gesundheitsamtes Tempelhof-Schöneberg arbeitete ich mit Kindern und Jugendlichen im Alter von 3 bis 18 Jahren in unterschiedlichsten Gruppenstärken bis 35 Kinder bzw. Jugendliche. Hauptsächlich war ich mit der pädagogischen Betreuung von Kindern vor, während und nach den Einschulungsuntersuchungen, Vorsorgeuntersuchungen in Kitas und des Zahnärztlichen Dienstes bei Schulkindern eingesetzt (Siehe auch Bericht des KJGD). Dadurch konnte ich das Fachpersonal entlasten und unterstützen. Eine besondere Herausforderung bestand für mich in der Notwendigkeit, schnell einen altersgemäßen pädagogischen Bezug zu den Kindern in verschiedenen Settings zu finden und zu halten. Ich musste in kürzester Zeit einen Zugang zu den Kindern und Jugendlichen finden und pädagogische Ziele umsetzen. Dies gelang mir im Laufe der Zeit immer besser, vor allem durch die Anleitung der Fachkräfte. Ich konnte auch Kinder mit Entwicklungsverzögerungen oder chronischen Erkrankungen sowie Verhaltensauffälligkeiten erleben und betreuen. Im Rahmen meines Einsatzes in den verschiedenen Fachbereichen lernte ich Kinder und Jugendliche aller Alters- und damit auch Entwicklungsstufen kennen. Außerdem wirkte ich bei Elternberatungsgesprächen zu den Themen Erziehung, Adipositas Förderstatus, „Willkommensklassen“, etc. mit. Während der Beratungsgespräche in den Familien konnte ich im Rahmen der Kinderbetreuung für eine konstruktive ruhige Atmosphäre sorgen und Erfahrungen in der Einschätzung von Entwicklungsstadien machen, als auch bei der Identifikation von Risiken für die Entwicklung der Kinder- und Jugendlichen. Das Praktikum vermittelte mir wichtige Erfahrungen in verschiedenen Betreuungssituationen.
- 4 Als Fazit des Praktikums kann ich u.a. feststellen, dass mir die pädagogische Arbeit vor allem mit älteren Kindern und Jugendlichen viel Spaß macht und meine Motivation für das Lehramtsstudium noch gesteigert hat. Ich schätze den Stellenwert der erziehungswissenschaftlichen Lehrinhalte, neben dem fundierten Fachwissen, nach dem Praktikum höher ein. Ich konnte auch erkennen, welchen wichtigen Einfluss es auf das Verhalten der Kinder und Jugendlichen hat, wenn es dem Betreuer oder Erzieher gelingt, einen pädagogischen Bezug aufzubauen und zu halten.

Report 4 | Subject group: Sports | No. of chosen institutions: 1

Tag: SN_SP

- 1 In meinem Freiwilligen Sozialen Jahr beim Malteser Hilfsdienst als schulischer Integrationshelfer wurde ich mit den unterschiedlichsten Situationen konfrontiert. Besonders in Hinsicht auf die verschiedenen Behinderungen der Kinder stellten sich mir ungeahnte Herausforderungen, die mir bei meiner Herangehensweise an Integration, Betreuung und Kommunikation sehr weitergeholfen haben.
- 2 Am Anfang fühlte ich mich wie ins kalte Wasser geworfen, als ich für 6 Wochen einem 14-Jährigen Schwerbehinderten zugeteilt wurde, der weder gehen noch sprechen konnte und auf dem geistigen Entwicklungsstand eines anderthalbjährigen war. Der Unterricht fokussierte sich hauptsächlich auf die Anregung und Förderung taktiler und akustischer Reize, welches für mich in dieser

Form Neuland war. Dabei war besonders die Reaktion auf die einzelnen Elemente sehr interessant. So war der wöchentliche Kirchengang ein absolutes Highlight für die Kinder, insbesondere mein Kind war mit wildem Klatschen begeistert dabei. Eine Sache aus dieser Zeit, an die ich mich gerne erinnere, war die große Zuneigung, die die geistig behinderten Kinder entgegenbrachten. Dies war teilweise so extrem ausgeprägt, dass den Kindern Grenzen aufgezeigt werden mussten. Nichtsdestotrotz waren sie stets glücklich gelaunt und die verschiedenen Gemeinheiten untereinander wurden als solche meist gar nicht realisiert oder schnell vergessen. Hierbei lernte ich besonders den Umgang mit Extremfällen und deren Förderung sowie das Ziehen von Grenzen zu den Kindern, deren ansteckende Frohnatur kennen.

- 3 Unter anderem betreute ich ebenso einen Zweitklässler vor und in seinem Sportkurs. Anders als meine vorherige Erfahrung an der Schule für Schwerbehinderte, ging mein Kind diesmal auf eine „normale“ Grundschule ohne Förderprogramm, so dass ich vor komplett andere Probleme gestellt wurde. Besonders da sich der Sportkurs an einer anderen Schule befand, die einen zehnminütigen Fußweg erforderte. Es war jedes Mal eine Herausforderung ihn zum Mitkommen zu bewegen. Die Situation erschwerte sich, als mir ein zweites Kind zu besagtem Kurs zugeteilt wurde. Auch wenn die beiden sich so teilweise gegenseitig beschäftigen konnten, hätten die beiden nicht unterschiedlicher sein können. Auf der einen Seite Yassin, ein sehr folgsames Kind das immer zustimmte und pausenlos redete. Auf der anderen Seite Saphiro, ein Kind das sich ununterbrochen ins Rampenlicht stellen musste und hauptsächlich durch sein aggressives Verhalten auffiel. Aufgrund ihrer unterschiedlichen Persönlichkeiten harmonierte das Miteinander jedoch recht gut. Bei der Betreuung der beiden stand vor allem die Kommunikation im Mittelpunkt. Die Absprache mit der Lehrkraft war essentiell, so dass der Übergang flüssig verlief und keine Unruhe entstand, sowie ich versucht habe auf die Interessen der beiden einzugehen. So habe ich in diesem Umfeld gelernt Konflikte zu lösen und auf die verschiedenen Interessen der Kinder einzugehen, ihnen dabei gleichermaßen Aufmerksamkeit zu schenken, ohne dass sich einer vernachlässigt fühlt. Alles in allem hat mir meine Aufgabe als schulischer Integrationshelfer viel Spaß gemacht und mich in meiner persönlichen Entwicklung sehr vorangebracht.

Focus on intercultural/foreign language experiences

Report 1 | Subject group: Humanities / Social Sciences | No. of chosen institutions: 1

Tag: INT_HUM

- 1 Sehr geehrte Damen und Herren des Zentrums für Lehrerbildung und Bildungsforschung.
- 2 hiermit möchte ich mich für das Praxissemester für das Schuljahr 2018/2019 anmelden. Mein Name ist [removed, F.H.] und ich studiere an der Universität Jena die Fächer Philosophie und Russisch. Leider konnte ich das Praxissemester nicht schon früher anmelden, da mir zunächst die nötigen Leistungspunkte gefehlt haben und ich noch dazu ein Urlaubssemester für ein Praktikum in der Ukraine hatte.
- 3 In der Ukraine halte ich die Möglichkeit an einer Universität - die man hier mit einer Fachhochschule für Fachabiturienten vergleichen könnte - Deutsch als Fremdsprache zu unterrichten. Die Schüler waren im Alter von 16-20 Jahre alt. Dies ist dort üblich. da man nach der 10.Klasse und dem damit verbundenen Abschluss auf eine Universität gehen kann. Leider steht davon nichts Genaueres in meinem Praktikumszeugnis, da es dort als Norm gilt. Natürlich habe ich auch davor mit Kindern gearbeitet und auch immer wieder mal unterrichtet.
- 4 Von der 11.-12.Klasse habe ich einmal in der Woche nachmittags freiwillig in einer Regelschule Nachhilfunterricht in Russisch für Regelschüler gegeben. Da dies aber freiwillig war, gibt es kein Zeugnis oder Vertrag davon. Aber schon damals ist mir aufgefallen, dass es mir sehr Spaß macht, Wissen zu vermitteln und anderen zu Helfen.
- 5 Sowohl damals in meiner Gymnasialzeit, als auch in der ukrainischen Universität, empfand ich es spannend aus der Rolle des Schülers hinauszutreten und in die Rolle der Lehrperson hineinzuschauen. Ich habe mit viel Freude den Unterricht geplant und durchgeführt, bemühte mich auch immer neue Materialien zur Veranschaulichung hinzuzuziehen um den Schülern das behandelte Thema nahezubringen.
- 6 Zuzüglich dieser Praktika habe ich 2016 noch ein 4-wöchiges Praktikum in einem Kindergarten gemacht. Bei diesem Praktikum habe ich gelernt, wie man mit ganz jungen Kindern, sowohl mit fremdsprachigen oder

geistig erkrankten Kindern umgeht. Jedoch empfand ich es auch als sehr hilfreich zu sehen, wie Kindergartenkinder lernen und konnte ab und an auch das Gelernte aus den Erziehungswissenschaft-Vorlesungen erkennen.

- 7 Bis jetzt kann ich sagen, dass mir sowohl das Unterrichten als auch Allgemein das Arbeiten mit Kindern mir sehr gefallen hat. Ich bin mir natürlich bewusst, dass die Aufgaben und Arbeit eines Lehrers im Gymnasium sehr herausfordernd sind, jedoch bin ich dabei sehr zuversichtlich und freue mich schon auf mein bevorstehendes Praktikum.

Report 2 | Subject group: Languages | No. of chosen institutions: 3

Tag: INT_LANG

- 1 Eine meiner ersten Praktikumserfahrungen für den Beruf als Lehrer machte ich im Schuljahr 2013/2014 an der Staatlichen Regelschule „Karl Christian Friedrich Krause“ in Eisenberg, als ich selbständig für Schüler der 8. und 9. Klasse eine Arbeitsgemeinschaft „Französisch“ leitete. Da dieses Fach an der Regelschule Eisenberg in diesem Jahr nicht für alle Schüler angeboten werden konnte, unterstützte ich die interessierten Jugendlieben beim Erwerb dieser Fremdsprache und half ihnen, nicht nur das bereits Gelernte im Gedächtnis zu behalten, sondern auch neues zu erlernen und so ihre Sprachkenntnisse zu verbessern. Hierbei lernte ich vor allem, andere erfolgreich zum Lernen zu motivieren und mich durchzusetzen, sowie auch Unterrichtsstunden vorzubereiten und auf die Ideen, Vorschläge und Rückmeldungen der Schüler einzugehen. Insgesamt sehe ich diese Praktikumserfahrung von insgesamt 30 Zeitstunden als sehr hilfreich für eine erste Orientierung am Lehrerberuf an.
- 2 Des Weiteren absolvierte ich insgesamt 3 Praktika in der Kindertagesstätte „Sonnenschein“ in Camburg. Hier war ich im Zeitraum vom 25.03.2013 bis 05.04.2013 (64 Zeitstunden), vom 30.03.2015 bis 10.04.2015 (64 Zeitstunden) und vom 29.08.2016 bis 23.09.2016 (120 Zeitstunden) tätig. In diesen Wochen wurde ich in den Alltag der Kindergartengruppen der Drei bis Sechsjährigen integriert und half unter anderem bei der Vor- und Nachbereitung von Mahlzeiten, bei Spiel und Beschäftigung, beim Umkleiden der Kinder, bei Projektangeboten und z. B. der Vorbereitung des Sommerfestes 2016. Außerdem sangen und spielten wir alle gemeinsam oder manchmal auch in kleineren Gruppen. Alle Kinder hatten sich sehr schnell an mich gewöhnt und mich als Erzieherin akzeptiert. Ich bewältigte Situationen der Streitschlichtung und des Tröstens selbständig und nahm an der Planung des täglichen Gruppenalltags teil. Ich lernte, neue Wege beim Lösen von Problemen (wie Streitigkeiten, Desinteresse oder Widerstreben) zu finden und auch größere Gruppen von Kindern gleichzeitig zu beschäftigen. Somit halfen mir auch diese Praktika, mein Wissen über die Erzieherfunktion dieser Berufsgruppe zu erweitern und meine Persönlichkeit zu stärken.
- 3 Im Zeitraum vom Juli 2015 bis Februar 2016 war ich dann als Au-Pair in Neuseeland und arbeitete bei 30 Wochenstunden insgesamt rund 1000 Stunden in meiner Gastfamilie. Durch diese Erfahrung habe ich mich persönlich sehr weiterentwickelt, da, obwohl die Familie insgesamt sehr nett war, die Kinder oft auch sehr schwierig sein konnten.
- 4 Zu meinen Aufgaben zählte vor allem, die Kinder zu beschäftigen, mit ihnen Hausaufgaben zu machen, mir Aktivitäten auszudenken und sie in allen Bereichen zu unterstützen. Da meine Gastkinder ein Junge und ein Mädchen zwischen 6 und 10 Jahren waren, verbrachte ich auch sehr viel Zeit mit Streitschlichtungen und Ablenkung. Wir haben viel im Freien gespielt und haben kleine Ausflüge in den Zoo, in Parks oder zu Schulfreunden der Kinder gemacht. Alles in allem, war es emotional nicht immer leicht, die schnell wechselnden Launen der beiden zu verarbeiten, doch am Ende würde ich es nie bereuen, diese Erfahrung gemacht zu haben.

Report 3 | Subject group: Natural sciences | No. of chosen institutions: 1

Tag: INT_NAT

- 1 9 Monate habe ich 3 Kinder einer spanischen Familie als au-pair betreut, welche die deutsche Schule in Madrid besuchten. Die Kinder lernen seit dem Kindergartenalter deutsch. Außer in den Fächern Spanisch und Ciencias Sociales erfolgt der Unterricht ausschließlich in deutscher Sprache. Meine Aufgaben waren, neben der Freizeitgestaltung, die Betreuung der Hausaufgaben und die Vorbereitung von Leistungsnachweisen, da die Eltern deutsch nicht bzw. nur fehlerhaft beherrschten.
- 2 Die Kinder waren unterschiedlichen Alters und Geschlechts und besuchten alle das Gymnasium. Schon nach kurzer Zeit stellt ich fest, dass verschiedene Methoden nötig waren, um sie zu motivieren, den Stoff zu vermitteln und mit Ihnen zu lernen, unter anderem weil sie 3 verschiedene Lerntypen waren.
- 3 M., 11 Jahre, hatte erst von der Grundschule auf das Gymnasium gewechselt und bei ihr musste man noch häufiger kurze Pausen während des Lernens machen, um die Konzentration aufrecht zu erhalten. Sie lernte am Besten durch das Hören, indem ich mit ihr das Thema Schritt for Schritt noch einmal durchgegangen bin und das wichtigste in klaren Sätzen wiedergegeben habe. In den Pausen stand das Spielerische noch im Vordergrund und sie brauchte Bewegung, als körperlichen Ausgleich zum Lernen. Sich alleine mit einer Aufgabe zu beschäftigen, fiel ihr noch schwer, da sie sich sonst schnell überfordert fühlte und sich ablenken ließ.
- 4 I., 14 Jahre, könnte man als pubertär bezeichnen, der alleine lernen und seine Hausaufgaben selbstständig erledigen wollte. Das war gut mit seinem Lerntyp zu vereinbaren, da er durch das Schreiben bzw. Lesen lernt. Die gemeinsam verfassten Zusammenfassungen konnte er alleine lernen. Jedoch nahm er die Kontrolle seiner Arbeiten, als Angriff auf seine Zuverlässigkeit und als zu kindliche Behandlung war. Sie war dennoch nötig, auch wenn sie nicht erwünscht war, da schwierige Sachverhalte häufig zu Verständnisschwierigkeiten bzw. zur fehlerhaften Wiedergabe führten, da der Wortschatz nicht ausreichte.
- 5 P. war mit 16 Jahren völlig selbstständig und forderte nur hin und wieder beim Lernen und Vorbereiten meine Hilfe an. Im Gespräch konnten wir die Unterrichtsinhalte wiederholen, Fragen klären und sie konnte den Stoff festigen, da Patricia durch das Sprechen lernte. Bei ihr bestand der eigene Wunsch nach Verbesserung, da sie sich in der Abitur Vorbereitung befand. Sie versuchte stetig ihr Niveau des Geschriebenen durch Redewendungen und deutsche Ausdrücke zu steigern.
- 6 Die Kinder lernten zu anderen Zeiten, als deutsche Kinder würde ich erfahrungsgemäß behaupten. Der Tagesrhythmus ist nach hinten verschoben und deshalb haben sie später Schulschluss. Häufig haben wir bis 9 Uhr gelernt, weil es u.a. auch viel später Abendessen gab. Durch den Ehrgeiz der Eltern und die Tatsache, dass sie monatlich hohe Schulgelder bezahlen, streben sie nach sehr guten Leistungen und ich vergleiche meine Aufgaben, im Nachhinein betrachtet, eher mit denen einer Nachhilfelehrerin. Durch meinen Aufenthalt konnte ich die Sichtweise der Eltern versuchen nachzuvollziehen und gleichzeitig wegen meiner noch frischen Schulerfahrung die Kinder verstehen.
- 7 Ich denke für meine zukünftige Rolle als Lehrerin war die Verschiedenheit der Kinder von Vorteil, nicht nur die Altersunterschiede, sondern vor allem die damit verbundenen Lerntechniken. Dadurch verbesserte ich auch meine Fähigkeiten Dinge in unterschiedlichen Schwierigkeitsgraden zu erklären. Außerdem war es nötig schnell zwischen den Klassenstufen und den Fächern zu wechseln. Gerade durch Ignacio musste ich immer wieder beweisen, dass ich schwierige Situationen ruhig und sachlich lösen kann.
- 8 Aus meiner Erfahrung kann ich schließlich sagen, dass ich das deutsche Schulsystem aus einer völlig neuen Sichtweise kennengelernt habe. Neben den ganzen Eindrücken für meine zukünftige pädagogische Laufbahn ist mir bewusst geworden, dass es für das Ausland weiterhin ein Garant für eine erfolgreiche berufliche Zukunft zu sein scheint.

Report 4 | Subject group: Sports | No. of chosen institutions: 1

Tag: INT_SP

- 1 Vom Juli bis Dezember 2015 absolvierte ich ein Praktikum an dem Beaconhills College in Pakenham, welches 684 Stunden umfasste. Dort konnte ich Kinder in ihrem Schulalltag begleiten und viel über den richtigen Umgang mit ihnen. lernen. Zu meinen Aufgaben gehörten neben diversen administrativen Arbeiten auch die Betreuung und Beschäftigung einiger Kinder in Form von Spielen, Vorlesen und kleineren Ausflügen, sowie das Unterstützen der Lehrer bei dem Ausführen des geplanten Unterrichts. So konnte ich viele verschiedene Erfahrungen in den pädagogischen Bereichen sammeln.
- 2 Als ich in Melbourne an kam trafen sich alle Praktikanten zu Orientierungstagen die von unserer Organisation Lattitude veranstaltet wurden. Bei diesen Orientierungstagen lernten wir genaueres über den Umgang mit den Kindern. Anschließend bin ich zu dem Beaconhills College in Pakenham gefahren, wo ich von Jeannie Ramsay empfangen wurde, welche meine
- 3 Mentorin war. Jeannie zeigte mir das ganze Schulgelände und kleidete mich mit Arbeitskleidung ein. Danach lernte ich meine zukünftigen Kolleginnen kennen und auch die Kinder die ich im Unterricht mit betreuen sollte.
- 4 Hauptsächlich arbeitete ich in den vier ersten Klassen der Grundschule, wo ich Beispielsweise jeden Mittwoch mit einer kleineren Gruppe Schüler, die größere Hilfe beim Lesen lernen benötigten, das Lesen übte sowie die Aussprache von einzelnen schwierigeren Wörtern trainierte. Durch diese wöchentliche Wiederholung mit denselben Schülern gelang es mir, ihren individuellen Lernfortschritt zu beobachten, sowie mich selber darin zu üben, den Lehrern eine angemessene Resonanz über die Fortschritte ihre Schüler zu geben. Wenn ich den Unterricht der verschiedenen Klassen besuchte, wurde ich auch meistens von den Lehrern den Lernschwächeren Kindern zugeteilt, oder den Kindern die zum Beispiel ein Defizit im längerfristigen konzentrieren hatten. In dem Fall war es meine Aufgabe, diesen Kindern Mut zu zusprechen oder für weniger Ablenkung zu sorgen. Außerdem sollte ich das Verhalten der einzelnen Kinder auswerten und am Ende der Schulstunde dem Lehrer berichten, wie sich das Kind verhalten hat und ob es einen positiven Fortschritt gab.
- 5 Außerdem wurde mir auch ein Einblick in höhere Jahrgangsstufen gewährt. Beispielsweise habe ich eine Klassenfahrt einer fünften Klasse betreut, bei welcher gecamppt wurde. Die Kinder lernten auf dieser Fahrt wie man Zelte aufbaut und wie wichtig es ist die Umwelt wertzuschätzen. Durch diese Klassenfahrt wurde es den Kindern ermöglicht den gewohnten Schulalltag zu entfliehen und neue Kenntnisse zu sammeln oder auch neue Schwächen und Stärken zu erfahren. Die Kinder wurden vor neue, Herausforderungen gestellt, wie zum Beispiel das Kochen mit einem Campingkocher. Hierbei zeigten sich die meisten Schüler sehr engagiert, dahingegen war es eine größere Herausforderung die 6km Wanderung am Strand durchzustehen. So wurde es zu meiner Aufgabe die Schüler, neben dem betreuen, zu motivieren.
- 6 Bei einem anderen Ausflug, mit der Jahrgangsstufe acht, sollten sich die Schüler mit dem kulturellen Hintergrund ihres Landes auseinandersetzen. Daher wurden Aborigines eingeladen, die den Kindern mehr über ihre Traditionen und Kultur erzählten: Hierbei wurde nicht nur das Wissen der Schüler gestärkt, es fand auch eine Art Inklusion beziehungsweise Integration statt, denn einige Schüler des Beaconhills Colleges waren Aborigines.
- 7 Mein ganzer Aufgabenbereich War von der englischen Sprache geprägt. Wenn ich in den Klassen Geschichten vorlesen sollte, den Schülern bei einzelnen Aufgaben geholfen habe, Kontakt zu den Eltern aufbaute oder zwischen mir und meinem Kollegen. Diese Hürde, nicht die eigene Muttersprache beim Arbeiten zu nutzen, habe ich schnell überwunden. Die Schüler beachteten es fast gar nicht, dass ich einen deutschen Akzent hatte, und die Lehrer gaben mir positive Rückmeldung zu der Entwicklung meines Englischs. Folglich fiel mir die Entscheidung Englisch zu studieren nicht schwer. Außerdem beeindruckte es mich, wie viel Freude ich hatte, die Schüler bei ihren Lernfortschritten begleiten zu dürfen. Daher war es für mich auch keine schwierige Entscheidung mein Studium dem Lehramt zu widmen.

Erklärung

Ich versichere,

dass ich die vorliegende Arbeit selbstständig und nur unter Verwendung der gegebenen Literatur und Hilfsmittel verfasst habe.

Sämtliche Stellen, die anderen Werken entnommen sind, wurden unter Angabe der Quellen als Entlehnung kenntlich gemacht.

Erfurt, 02.08.2018

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(Unterschrift)